THE THREE PRONUNCIATIONS OF LATIN

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THE THREE PRONUNCIATIONS OF LATIN.

By M. M. FISHER,
PROFESSOR OF LATIN IN THE UNIVERSITY OF THE STATE OF MISSOURI,
COLUMBIA, MO.

SECOND EDITION.

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PREFACE.

For more than a score of years, my time has been spent in the class-room in the Department of Latin. Thousands of young men, within the period named, have received their training, to some extent, at least, at my hands. Many of these, in their labors as teachers, have under their care the ancient languages. Inquiries as to methods of teaching and pronunciation have become so frequent as to call for the publication of an article which might be sent to those interested, and a correspondence be thus avoided, which might otherwise prove burdensome. This state of facts will, in large part, explain the origin and elementary character of this discussion.

It is natural, too, that persons engaged in teaching, adopting to some extent the modes of former instructors, should wish to know somewhat more fully the reasons which influenced those instructors in the course they were pleased to pursue.*

The first edition of The Three Pronunciations of Latin has been exhausted for some months past. The present enlarged edition has been brought out to a very considerable extent, from the influence of teachers and scholars in various parts of our country, whose letters on the subject manifest deep interest in the pronunciation of the Latin tongue. The hope is indulged, therefore, that the work in the form now offered, may not only tend to answer inquiries alluded to above, but also that it may not be unacceptable to teachers in general, who are engaged in giving instructions in this department of study.

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* First edition.

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THE THREE PRONUNCIATIONS OF LATIN.

CHAPTER I.

THE THREE PRONUNCIATIONS.

There are three methods of pronouncing Latin in use in the United States, all of which are regarded as scholarly, viz., the *Continental*, the *Roman*, and the *English*.

THE CONTINENTAL METHOD.

The vowel sounds alone, or as heard at the end of a syllable, are given in the following table: —

VOWELS.

Long.	*Short.*
ā=a in father.	ă=a in hat.
ē=ey in they.	ĕ=e in met.
ī=i in machine.	ĭ=i in sit.
ō=o in go.	ŏ=o in not.
ū=u in rule.	ŭ=u in tub.

DIPHTHONGS.

ae=ey in they.	oe=ey in they.
au=ou in our.	eu=eu in feud.
ei=i in ice.	

A and *e* have the same sound in all situations.

The vowels *i*, *o*, and *u* are modified when followed by a consonant in the same syllable, and the sound is the same whether the vowel is long or short. For instance: —

i in mĭttĭt=i in sit. o in poterat=o in not.
u in frŭctŭs=u in tub.

THE CONSONANTS.

These are sounded in the main as in English.

C and *g* are hard=*c* in cat and *g* in got, before *a*, *o*, and *u*.

But *c*=*s*, and *g*=*j* before *e*, *i*, *y*, *ae*, and *oe*.

S invariably has the hissing sound, and never that of *z*.

This view of the Continental System is substantially that given in the Grammar of Bullions and Morris, edition of 1869.

ROMAN METHOD.

This is called by some the Latin Method; by others, the Restored, or the Reformed Method; and by others still, the Phonetic Method.

Its leading features are as follows: —

SOUNDS OF THE VOWELS.

ā=a in father. ō=o in bone, tone.
ē=e in prey. ū=u in rude.
ī=i in caprice, ravine. ȳ=u in sûr (French).

Y is found only in Greek words, and it was sounded as an intermediate between the *u* and the *i*.

The short vowels differed from the long, not in the *quality* of the sound, but only in being *less prolonged*.

The true theory of this method is that the vowels had but *one* sound.

* Scholars who attempt to represent the short vowels by English equivalents, do it thus: —

ă=a in past.	ŏ=o in obey.
ĕ=e in pet.	ŭ=u in pull.
ĭ=i in pit, or ratify.	y̆=u in sur (French).

To sound *y*, put the mouth in the *oo* position, and say, *ee*.

DIPHTHONGS.

In pronouncing diphthongs, let each vowel have its own sound. Let the utterance be rapid.

ae=aye=English i.	eu=eh-oo; or ew in few.
au=ou in our.	oe=oi in coil.
ei =ei in rein.	ui=ui in *suite*, or=we (oo-ee).

CONSONANTS.

The consonants are pronounced as in English, with seven exceptions: —

c=k.	t is hard; =t in hat.
g=g in get.	v=w in wine; *vici*=wee-kee.
j=y; jam=yam.	r must be trilled; =r in ferry.
s=s in so.	

There are no silent letters; *psallo*, *p* and *s* are both sounded. Consult the grammars of Bartholomew and Gildersleeve.

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* Gildersleeve, on page 8 of his Grammar, edition of 1877, remarks: "The short sounds are only less prolonged in pronunciation than the long sounds, and have no exact English equivalents."

ENGLISH METHOD.

By this method the letters are sounded as in English. In other words, every Latin word is pronounced as the same combination of letters would be in English. This is the general and fundamental principle underlying the system. The above rule is believed to be all that is needed for practical purposes by English-speaking students.

Those who desire to handle the subject with critical accuracy would do well to fix attention on the following particulars:

I. Quantity of the Penult;
II. The accented Syllables;
III. The division of words into Syllables.

I. The Penult of a word is the last syllable but one; the Antepenult is the last but two. In the grammars commonly used throughout the country, long vowels are marked as *nōs* and short vowels as *ăd*, except when the following rules can be applied:

a. A vowel before another vowel, or a diphthong, or the letter *h* is *short;* as, *u* in *tua*, *i* in *mihi.*

b. A vowel before *j*, *x*, *z*, or any two consonant sounds, except the last be *l* or *r*, is *long;* as, *e* in *rexit*, *a* in *magna*, *o* in *Troja.*

c. A vowel before a mute followed by *l* or *r* is *common;* as, *a* in *ăgri.*

The marks in ordinary use, or the application of the rules just given, will enable the student to determine the quantity of the Penult.

II. In words of two syllables the Penult is always accented, no matter what the length may be; as, *pŭ'-ĕr*,

vō'-lo. In words of more than two syllables, the Penult, if *long*, is accented; if the Penult is *short*, the Antepenult is accented; as, *mēn-dī'-cŭs, rūs'-tĭ-cŭs, dŏm'-ĭ-nŭs, vŏl'-ŭ-crĭs.*

There are three exceptions to the rule given:

1. Genitives of the Second Declension in *ī* for *ii*, and Vocatives of the same Declension in *ī* for *ĭĕ*, accent a short Penult; as, *in-gĕ'-nī* for *in-gĕ'-nĭī; Vĭr-gĭ'-lī* for *Vĭr-gĭl'-i-ĕ.*

2. *Fă'-cio* retains its own accent when compounded with any word except a preposition; as, *com-mŏn-ĕ-fă'-cit.*

3. A short final syllable followed by an enclitic receives the accent; as, *quiă'-nĕ.* This last exception applies to all three systems of pronunciation.

Here we must be allowed to dissent from the rule laid down by nearly all grammarians, namely, that a short syllable followed by an enclitic, should receive the accent; as, *primă'-quĕ.* This word would not be so pronounced, if simple, and why should it be when compound? (Roby, p. 75; also Chap. 13, Book I.)

III. In Latin words, there are as many syllables as there are separate vowels and diphthongs.

a. A single consonant after an accented vowel must be joined to it; as, *gen'-ĕ-ri.* This law is universal, except in the Penult; after the vowel *u*; and also after *a*, *e*, and *o*, when these vowels precede a consonant followed by *e*, *i*, or *y* before another vowel; as, *ho'-ra; con-su'-li-bus; do'-ce-o, më-di-ā'-tor, pa'-tri-us, mö-ne-ā'-mus.* In all these exceptions, a mute with *l* or *r* falls under the same rule as a single consonant; as *Oe-no'-tri-a.* In *tibi* and *sibi* the consonant must be joined to the first vowels; *tib-i, sib-i.*

b. In all other cases, a single consonant between two vowels must be joined to the latter.

c. Two or more consonants between two vowels must be separated; a mute with *l* or *r* must be regarded as a single letter; as, *frat'-ri-bus*, *re-demp'-tor*, *ex-em'-plum.*

d. In compounds, if the first part ends with a consonant, divide into syllables as if the words were separate; as, *ab-es'-se*, *trāns'-ĭ-tur*, *prae-ter'-e-a.* But if the first part ends with a vowel, or has dropped its termination, divide as in simple words; as, *def'-ĕ-ro*, *eg'-ŏ-met*, *mag-nan'-ĭ-mus.*

THE VOWELS.

A vowel has the long English sound:

1. When it ends a word.

In words of more than one syllable, *a* final has the sound of *a* in comma. Some scholars sound final *a* in monosyllables in the same way.

2. When it ends any syllable.

In *tibi* and, *sibi* i in both syllables=i in pity.

DIPHTHONGS.

ae=e in mete.	oe=e in mete.
au=aw in law.	eu=eu in neuter.

Ei and oi are not often diphthongs; but when they are

ei=ei in height.	oi=oi in coin.

ui=i in kite.

A syllable ending with a consonant has the short English sound; as, hīs=hĭss; bŏ-nīs=bōnĭss.

Exceptions.

1. Es final = ease; ru-pes = rū-pēz.

2. Os final = ose in dose. This applies only to plurals.

3. Post, alone or in compounds, has the long sound; but its *derivatives* the short sound.

CONSONANTS.

Ch always =k.

S at the end of a word after e, ae, au, b, m, n, r, is like z.

There are no silent letters.

The rules given above are all that are needed for practical purposes by English-speaking students. For further information, reference may be made to Andrews and Stoddard's Grammar. See also Appendix to Bartholomew's Grammar, p. 257.

As an example of this new or so-called Roman method, take these words from Roby's Grammar:

exercĭtui = eks-ĕrr-kĭt-oo-ee.
jăciunt=yăhk-ki-oont.
obscūrior=ops-koo-ri-or.
scīre=skee-reh; skee-ray.
fāgīs = fah-geese; a=a in father.
nātio=nah-ti-o.
rérum = reh-room = ray-room.
sciscĭtari=skis-ki-tah-reh.

The same words by the English method:

exercĭtui=ĕg-zûr-sit-u-i.
jăciunt=jăy-se-ŭnt.
obscūrior=ob-sku-re-or.
scīre=sīre-y;=sī-rē.
fāgīs=fāy-jīs.
nātio=nāy-she-ō.
rērum=ree-rŭm.
sciscĭtari=sĭs-si-tā-rī.

In the word obscūrior, let the second syllable be sounded like scū in obscurity.

The words given above present a fair sample of the practical labors of the class-room in the two systems.

CHAPTER II.

THE CONTINENTAL SYSTEM.

It is very common among the advocates of the so-called Roman method of pronouncing Latin, to speak of the so-called Continental system as a "*natural ally*" of the Phonetic mode; to affirm that "the united forces of the Roman and Continental methods are encroaching on the narrowing domains of the English system." Such statements may create a sympathy between the two systems, but they are not founded on fact, and their tendency is to mislead those who have not examined the subject with some care. Some ardent reformers would make the impression that if their system should prevail in England and America, then the "vexed question" would be settled, and an "international pronunciation" would at once become a reality. The truth in the case will at once make manifest the fallacy.

Harkness says: "Strictly speaking, there is no Continental method." Bullions and Morris speak of it as the "so-called Continental pronunciation." These statements are in accordance with the facts. For centuries the law of nations has been for each to pronounce Latin after the analogy of its own tongue. As there is such variety on the Continent, some of the ablest scholars in the United States, who use the so-called Continental mode, to make the matter explicit, state that they use

the sounds of the vowels and diphthongs as heard in the Italian.

One of the chief arguments for the adoption of what scholars strangely enough call the Continental system, has been that it would enable learned men, by means of a common pronunciation, to make themselves intelligible all over Europe. This idea of grammarians and others is founded on an utter misapprehension of the facts. There is not now, and there has never been, any international identity in the pronunciation of the Latin, and this is especially true of Continental Europe. There is a general agreement in the vowel sounds, but in the consonants, which make articulate speech what it is, there is very great diversity of sound. Each nation has its own phase, of what American scholars term the Continental mode. There is the French phase, the Spanish phase, the Italian phase, the Hungarian phase, the Swedish phase, and the German phase; and, strange as it may seem, there are sharply defined varieties of the Continental method in use in the different German States. What has just been said is a sample of an actual state of facts as existing on the Continent at this hour. Eschenburg, on page 550 of his "Classical Literature," says: —

"It is worthy of remark that the Frenchman, German, and Italian, in pronouncing Latin, each yields to the analogies of his own tongue. Each of them may condemn the others, while each commits the same error, or, rather, follows in truth the *same* general *rule*.

"Erasmus says he was present at a levee of one of the German princes where most of the European ambassadors were present; and it was agreed that the conversation should be carried on in Latin. It was so; but

you would have thought, adds he, '*that all Babel had come together.*'" All those speaking were using the Continental method. The variety among the nations on the Continent is most graphically sketched in the quotation from Eschenburg, himself among the ablest of European scholars. In the pronunciation of the vowels there may be an approximate agreement, but in the consonants there is the greatest diversity. English-speaking people furnish the only anomalous, and we must say the only humiliating, example of a great nation literally ignoring its own and seeking across the Atlantic foreign sounds with which to pronounce this grand old language. There might be reason in the thing if the Continental nations had the true pronunciation, or, putting this supposition aside, if they had even an approximate uniformity among themselves. As matters now stand, the scholar who seeks the Continental mode, without defining accurately what variety of it he wishes, is much like the rustic in his pursuit of the will-o'-the-wisp.

How the native tongues on the Continent pronounce Latin, after their own analogies, may be seen from a glance at the Romance languages of Southern Europe, the French, Italian, Portuguese, and Spanish, to which the Latin stands in the relation of a common progenitor. The letters *c*, *g*, *j*, and *v* will be sufficient: —

FRENCH.	ITALIAN.
c=s, before e, i, and y.	c=ch in cherry, before e, i, and y.
g=s in pleasure, before e, i, and y.	g=g in gem.
j=z in azure.	j=ee in fee (a vowel).
v=v, as in English.	v=v in English.

PORTUGUESE.	SPANISH.
c=s, as in French.	c=th in pith, before e and i.
g=s, as in French.	g=ch guttural.
j=z, as in French.	j=ch guttural, before all vowels.
v=v, as in English.	v=v, as in English.

Notice the German also: —

c=ts before e and i.	g=g in go.
v=f.	j=y.

As an example of pronunciation in the languages named, take Cicero: —

French, Cicero=*Seesayro*. Portuguese, Cicero=*Seesayro*. German, Cicero=*Tseetsayro*. Italian, Cicero=*Cheechayro*. Spanish, Cicero=*Theethayro*.

Professor Stengel, of Columbia College, N. Y., in tracing the history of Latin pronunciation, notices three distinct pronunciations of the word Cicero, as prevailing in Italy, in the centuries named below: —

To the 6th century, Cicero=*Kik-e-ro*.

From the 6th to the 13th century, Cicero=*Ziz-e-ro*.

Since the 13th century, Cicero=*Tshit-she-ro*.

One of the most accomplished Latinists of New England uses the following language: —

"But there is no *third*, there is no Continental pronunciation, — a Frenchman, an Italian, a German, a Spaniard, each pronounces Latin after a way of his own, and when teachers here say they teach the 'Continental' pronunciation, they differ in many important

particulars, and are really adopting English sounds for consonants with semi-Italian vowel sounds.

"Either the English or the new 'Roman' is consistent with itself, no other that ever I heard from an American is. An Italian, a Frenchman, etc., is consistent when he pronounces Latin, because he does it *like his own.*

"When the Catholic clergy became illiterate in the Middle Ages, they learned to read their prayer-book with the pronunciation each of his own nation, and so each country got to pronouncing Latin as it did its own tongue. Now as the Continental nations each differ from each other in pronunciation less than they do from English, an English or an American ear does not readily detect the differences, and lumps them all up as the Continental, but the Vatican council settled that."

J. F. Richardson, one of the ablest of Roman Latinists, uses the following language: —

"In the second place, it is an entire mistake to speak of the 'Continental method' of pronouncing Latin. There is, in fact, no common Continental system, but there are several Continental systems of Latin pronunciation, *e. g.*, German, Italian, French, Spanish. These four agree, to be sure, substantially in regard to the vowels; but in other important points they differ decidedly both from the English and from each other, most of the diphthongs and some of the most important consonants being sounded differently in all five. The idea, therefore, that he who combines the German vowel sounds with the English dipthongal and consonant sounds has *the* Continental system, or *any* Continental system of Latin pronunciation, is simply absurd.

"Of the *six* different systems of Latin pronunciation,

then, prevailing in Western Europe and our own country, five are strictly *national*. Their differences find at once an original and an explanation in the fact that the scholars of each nation have followed, in their pronunciations of Latin, the analogies of their own vernacular. In this way, while making sure of mutual disagreement, *all* have departed more or less from the true Roman method, and the whole subject has been involved in uncertainty and confusion. Meanwhile the pseudo-Continental system, destitute alike of historical dignity and scientific accuracy, and lacking even the poor support of national prejudice and pride, is powerless to mediate and compose these differences. Although it undoubtedly avoids some of the grossest absurdities peculiar to the English system, it lacks the elements which command respect, and can never establish a claim to universal adoption and use."

An able writer in the "Globe-Democrat" in April last, in commenting on my pamphlet on the "Three Pronunciations of Latin," says: "Mr. Fisher cites, for instance, the proper name Cicero, and shows that the Italians, the French, the Spaniards, and the Germans differ from one another as widely as from the English. We could wish that the professor had added that of Hungary, wherein, and not exclusively in ecclesiastical affairs, Latin remained a living language after it had disappeared from general use everywhere else in Christendom. In Maria Theresa's time the deliberations of the Diet were in Latin, and within the present generation it was spoken freely in the homes of the wealthier and better educated classes. The pronunciation differed *in toto* from all those cited in the pamphlet, and it is certainly as likely to have been as nearly like that

of the old Romans themselves as that of any other, not excepting the Italian or Roumanian." Whatever may be the merits of this extract in other respects, it calls attention to one exceedingly interesting fact not generally remembered, even among scholars, viz., the very recent use of the Latin as a medium of communication in Hungary.

It is a little remarkable that the space of time from 1700 till 1780 is called the Latin period of the Hungarian nation, in opposition to the Arpadian dynasty. Csink, in his Hungarian Grammar, makes this statement: "The Hungarian language, therefore, was banished to the home of the shepherd and agriculturist, and the Latin was introduced in schools and all public transactions. In the public meetings of the county-court halls, Latin was the language of transactions and conversations." The same author states further, that in the Diet of 1790–1, the Lower House was saluted by the Vicegerent (Locumtenens) Urményi in the Hungarian language, and that the House proceeded to settle upon the language to be used in the transactions of the Diet. "It was resolved that henceforth the Hungarian language shall be received in parliamentary transactions." In the same year, 1791, the Hungarian language was introduced "into all the upper schools (gymnasium, colleges, and university)." In 1803, Nicolas Revay, Professor of Hungarian Literature at the University of Pesth, published *in Latin* his great work entitled "Antiquitates Literaturæ Hungaricæ." (Csink's Grammar, Part II. pages 18, 20, 22.) Any one who will examine the first five pages of the grammar just referred to, will find that the Hungarian pronunciation of Latin, a language used in a certain sense by

a whole nation in their public affairs, and also extensively in private circles, even so late as the beginning of the present century, was quite as peculiar to the nation in question as any one of the five modern tongues before mentioned.

Before passing to the next point, let attention be carefully fixed on several facts indisputably settled: 1. That no phase of the Continental system of Europe professes to be the true ancient pronunciation; 2. That no two of them agree in the sounds of the consonants; 3. That the so-called Roman pronunciation does not agree with a single one of them in either vowels or consonants, — as, for instance, Cicero, pronounced *Kee-ke-ro*, certainly differs from the French *See-say-ro*, the Italian *Chee-chay-ro*, the Spanish *Thee-thay-ro* and the German *Tsee-tsay-ro*; 4. That the so-called Roman differs more widely from the Italian than from the other Romance tongues, — a fact not a little significant when we remember that the Italian is spoken on the very soil rendered almost sacred to the scholar by the hallowed memories of the Latin language; 5. That when Americans use the Continental they do not sound the consonants like any nation or tribe on the continent of Europe. They approximate the vowel sounds of the Continent, but almost invariably pronounce the consonants as in English. Hence the so-called Continental of America is a combination of foreign vowel sounds with consonants uttered almost universally as in English words. Whatever the theories of teachers may be, this is a stubborn practical fact. We have in this country, therefore, the American phase of the Continental method, the conglomerate variety, differing from every other variety of that

system on the globe. Bullions and Morris, in speaking of the Continental, say: "The consonants are pronounced generally as in the English language." (Grammar, p. 6.) Our college days were spent in the use of the method of which we are speaking, and the facts, to which attention is here called, are given, with the deepest reverence for the able men at whose feet we sat when a student and with the truest respect for the many distinguished educators who employ the system.

CHAPTER III.

ROMAN METHOD.

Twenty years ago there were only two methods used in the United States, the English and the Continental, and popular favor was rather with the former. In what is called the Latin, or Reformed mode, Prof. Haldeman, of the University of Pennsylvania, enjoys, and deservedly, the reputation of being the first explorer. His work was published as early as 1851. That mode now, however, is most intimately associated with the name of Corssen, in Germany, and Roby, in England, whose exhaustive works would be an honor to any nation. Both works have been published in the last twenty years. Prof. Lane, of Boston, introduced the Roman pronunciation in New England, and its introduction in the South is largely due to Prof Blair, of Hampden Sidney, Virginia, and Prof. Gildersleeve, of Johns Hopkins University, Baltimore. Whatever conquests that system has made anywhere in the world, have been achieved within the brief space of ten years past.

But what does this new mode claim? Why, it claims to be the genuine *Latin method*, the true ancient pronunciation *restored;* to pronounce words as they fell from the lips of Cicero, Virgil, and Horace. If this claim be well founded, then it is no new doctrine, but a very old one. Any dissent in this treatise from the opinions of others, however emphatic the dissent may

be, is made with the profoundest regard for the distinguished scholars who have written in favor of the Roman method. But a system with such pretensions must abide, as it professes to do, the results of the crucible. Roby himself in his Preface says: "An inquiry into classical Latin is [an inquiry] into a pronunciation which has not been uttered by an accredited representative for the last seventeen hundred years." (Page 30, edition of 1871.) Yet they have gone back and brought down to our day a pronunciation which purports not to differ from that of Cicero "more than the pronunciation of educated men in one part of England would differ from that heard in other parts." (Roby.)

On what are these claims based?

1. The Latin grammarians: beginning with Varro, 64 B. C., and coming down to Priscianus Cæsariensis, who taught at Constantinople, 570 A. D. In reference to these grammarians, Prof. Blair, in his introduction, says: "To whose instructions we must now turn, in order to gather by inference, and not without great care and pains, the information which might have been easily and more certainly had by spending an hour with the Roman boys in their elementary school."

2. The information gleaned from grammarians is compared with three sources of probable proof.

(*a*) The traditions of scholars and the modern Romanic languages.

(*b*) The Greek mode of rendering Latin sounds into their tongue. The Greeks attempted to imitate the Latin sounds as perfectly as their letters would allow.

(*c*) The third probable proof is "the face of the language itself, as seen in its records which have been preserved to us."

For these three positions reference may be made to Prof. Blair's work, one of the best yet published on this subject in America.

A source of testimony much relied on by Roman Latinists is the modern Romance languages of Southern Europe, — a point which shall receive proper attention as we proceed.

But what kind of evidence is it upon which these lofty claims are based? The answer is, and must in the nature of the case be, "Probable evidence."

It is not at all our design in this discussion to undervalue probable or moral evidence. Far from it.

The countless facts of history, of the sciences, and of Christianity itself rest on this kind of proof.

The human mind is so constituted as to rest with as much confidence in probable evidence of the degree of moral certainty as in demonstrative or mathematical evidence. We do not object to the so-called Roman method *because* its basis is moral evidence, as from the nature of the case it can admit of no other kind, but because it is destitute of that measure of evidence of this kind which would entitle it to our acceptance; and our critics who drew a contrary meaning from our words fell into very strange misapprehensions of statements designed to be plain to all, viz.: —

Probable evidence presents various degrees of strength. In the lowest form, it warrants only presumption; in the highest degree, it warrants moral certainty. . In the face of the conflicting opinions and difficulties to be shown hereafter, no scholar can make the least pretension that the resurrected system rests on any such basis as moral certainty. Far from it.

Many points are destitute of even presumptive evidence in their support.

If no "accredited representative" has been heard for seventeen hundred years, we have a right to claim that these probabilities shall be to the point, and sufficiently numerous. The following is Prof. Twining's way of putting the case as a Romanist: —

"The utmost that can be said is that there must be a reasonable conformity in the indications of the several probabilities, and that they should be numerous enough to free their correspondence from the suspicion of mere coincidence." ("Western," July–August, p. 414.)

What we object to is the hasty position taken by some enthusiastic scholars that there has already been made out even the lowest grade of probable evidence, even a mere presumption, in favor of the so-called Roman method over the Continental or English, which at once decides the question, and all, *nolens volens*, must logically fall into the ranks of the Roman Latinists and flout all who dare to differ and refuse to enter their air-castles, built or unvindicated, as wanting in logic and in regard for moral evidence. Such pretensions are hasty and unwarranted. We affirm boldly and explicitly, and hold ourselves responsible to prove, that while some parts of the resurrected system, but not peculiar to it, present a plausible claim to authenticity, other and essential parts are groundless, perplexing, and violently improbable. Instead of the new system being established in the judgment of the classic world, as is urged in certain quarters, its ablest advocates in Europe and America concede that some of

its features are wholly unsettled. And yet the men who hold this position are the very men who have the right to recognition as the leading spirits in this reform movement. Some of those who are most positive in their language are least known as classical scholars. In America, two classes of teachers use the Roman: "1. Purists; and 2. Those needing the factitious advertisements of latest methods." These words are quoted from one of the ablest educators in our country. A man's scholarship does not depend on his phonetics.

We now find ourselves face to face with two or three questions which are entirely distinct: 1. Do we know the true ancient pronunciation of Latin? 2. Shall we adopt the so-called Roman system? 3. A third question also is pertinent, If the new mode rested on a universally acknowledged foundation of moral certainty, should it be adopted by English-speaking people? Most unhesitatingly and unequivocally we answer, "No," to all three of these interrogations. These inquiries put the case so plainly before the reader that it is hoped no one will misunderstand it. In regard to the first inquiry, Do we know the true pronunciation? the distinguished Latinist of Yale College, Prof. Thacher, in his Preface to Madvig's Grammar, affirms: "How the Romans themselves pronounced their language is not known, nor can it ever be known. Scholars may not agree in opinion in respect to the extent of this ignorance; but if it were in itself very limited, pertaining, for instance, only to the sound of a single letter, it might with reason be made an objection to any attempt to imitate the original pronunciation of the language; for the number of distinct sounds is so small in such a language as the Latin

or our own, that every one of them runs like a thread through every page, and constitutes an important element of it. The difficulties which attend this subject are inherent in it, are such that there is no nation in Europe, the classical scholars of which agree in claiming that they can reproduce the pronunciation of the Roman forum, or in attempting to do so." Haldeman, on page 18 of his "Affixes to English Words," says, "The Latin alphabet is composed of the following twenty letters," naming them, and holding that only nine, B, D, F, H, N, P, Q, T, X, had the same power as in English. But suppose there is *one* sound, like the diphthong æ or œ, running "like a thread through every page," and in a multitude of words, which is not known and about which there is a variety of opinions, will any man affirm that we know the pronunciation of a language when this multitude of words contains an unknown or at least a perplexing and unsettled sound, and yet eleven unknown sounds are conceded? Let us now notice closely some of the difficulties surrounding the inquiries under discussion: —

1. Time. Roby tells us that it is a "pronunciation that has not been uttered by an accredited representative" for seventeen hundred years. The task before the reformers, therefore, is to thread their way back through the phonetic labyrinth of fifty generations, and trace with accuracy the pedigree of the Latin sounds. Let it be borne clearly in mind that in the so-called Roman mode the phonetic element is absolutely *vital;* the sounds of the vowels differ in *quantity*, but never in *quality*. Haldeman holds that "a long vowel (or syllable) is twice the length of a short one, and has the same quality." (Affixes, p. 19.)

The difficulty here is seen and felt and confessed by scholars whose vast researches in the field of philology in the last twenty-five years have been simply amazing, and have crowned with honor the countries to which they belong. Fortunately there is in the Hebrew language a ready and vivid illustration of the obstacles to be overcome in determining the true pronunciation of an ancient language. Jews and Christians, of all names and all shades of belief, have stood as sleepless sentinels over this tongue of the old prophets for over eighteen centuries. But what is true to-day? There are three distinct systems of pronunciation now current among the Jews themselves, to say nothing of Gentile nations. These are the Polish, German, and Portuguese methods. Dr. Alexander Meyrowitz,* of the University of Missouri, a Jew, and one of the greatest Hebrew and Rabbinical scholars now living, lays down these systems in the Preface to his Hebrew Grammar. Look at the illustration thus afforded. The Hebrew has for thousands of years been a spoken and living language. It is so to-day. The Jews, over seven millions in number, are found in every nation under heaven, clinging, too, with startling tenacity, to the customs, traditions, sacred books, and language of their fathers. In the fifth century, or at the latest in the seventh, Jewish scholars invented the vowel points to avoid "losing the correct pronunciation." (Conant's Gesenius, p. 38.) Further still. Alongside the Hebrew stands its cognate, the Arabic, a tongue spoken by hundreds of millions for untold generations. The Jews

* Dr. Meyrowitz speaks Hebrew as we speak English, and is called among the Jews the "Hebrew Horace."

are everywhere, their language lives, their Sacred Oracles are found among every civilized people; the cognate Arabic is spoken by perhaps a hundred millions at this hour, the vowel signs are in every Hebrew grammar, the whole Israelitish race stands with eyes fixed on Jerusalem; and after all, their *ancient pronunciation has been lost*. This is a truth recognized by Jewish scholars everywhere. And this is true, while the opportunities afforded to preserve the true sounds have been, beyond all comparison, better than in either Latin or Greek. An additional item is that the Rabbinical or unpointed Hebrew is an enigma to almost all except born Jews. A calm consideration of the admitted truthfulness of the statements just made will make manifest the tremendous hindrances in the way of finding the true pronunciation of Latin. There is one word in the Hebrew of peculiar interest. It is the one we call Jehovah. Put this word in Hebrew characters, and no Jew living can tell how it was pronounced; and yet the anatomy of the word, as it stands before us, is complete: the phonetic element is forever lost. So the Latin words are before us in all their reality, but what Daniel will unfold the phonetic elements that have slept in silence for ages beneath those signs?

2. The manifest difficulties of inventing a consistent phonetic system, even theoretically. No proof of this is needed other than an ordinary acquaintance with the Spelling Reform Association in America. It may be answered that the purpose of this association is to reform *orthography*, not *orthoepy*. But in all their schemes of reform, the essential element in the *ideal* alphabet is that each elementary sound should have its own unvarying sign, and each sign its own unvarying sound. In all

purely phonetic spelling, there is a vital and indissoluble connection between the sound and its sign. For over a quarter of a century, some of our ablest scholars have given much time and great learning to the preparation of such an alphabet. What is the result? No such alphabet has been agreed on, and there are three "schemes of reform," each of which finds able advocates: 1. Some favor the use of "new signs" altogether; 2. Others, the Roman "letters with Roman values"; 3. Others still insist on "reform according to English analogies." (See March's address before the International Convention for the Amendment of Orthography, Philadelphia, 1876.) Prof. March says: "For my part, I do not regard it as a wild vision to imagine such an alphabet in the future. But it is obvious that any such system must win its way very slowly, first into co-ordinate use with the Roman alphabet, and after a struggle of many generations, to its displacement; so that the improvement of our present alphabet is still to be desired while it lasts." This quotation from this distinguished scholar hints at existing obstacles, and indicates his opinion as to the best way of amending English orthography.

Look again at the various systems of stenographic signs. Those of Mr. Pitman, Bishop Wilkins, and Mr. Bell are best known Nobody claims that they are alike. Obviously, they are remarkably unlike, and yet all three are labored, prolonged, and learned attempts to set forth by signs the sounds of our own English. But take the system of Mr. Pitman, which has undergone such radical changes in a quarter of a century that those, I am told, who learned it then, are at sea in the use of the same system as now taught, and are reduced to the necessity of acquiring it in order to

use it. Let any one follow the records of the Spelling Reform, and note the results year by year, let him examine the development of the systems of stenography and their present condition, and he will be at no loss to find difficulties in the domain of phonetics as applied to a living language.

But if the obstacles have proven so far insurmountable in a living language, and that, too, our own, who can affirm with positiveness, or consistency even, that, leaping over centuries, he has discovered the genuine system of phonetics slumbering in words uttered in the "Eternal City," in her glory? The question just put is at least full of suggestions. Brambach is the highest authority extant on Latin orthography. He, in his introduction to Latin orthography, lays down these propositions: 1. The orthography of the Silver Age, when at its highest form-development, is the best model of modern Latinity. 2. Our Latin forms have been based on this orthography by older grammarians; to think of setting up any other as the standard would be a useless experiment. 3. We know of no earlier period of the Latin tongue so precise in the matter of forms as that which begins with Nero (Nero reigned from 54 to 68 A. D.). 4. The form of the language from Nero to Adrian (68–117 A. D.) really exhibits its fullest phonetic development. (Brambach's Orthography, p. 12.) Now let it be granted that the Latin spelling was phonetic, and then examine the case presented. 1. The age of form-development is after the Golden Age, after all the great writers in common use, except Tacitus. 2. Our Latin orthography is based on a post-Augustan age. 3. The period of fullest phonetic development was between Nero and Adrian (68–117). Necessarily, therefore, we have the best

orthography from 64 to 117 A. D., and, of course, the best exhibition of the phonetics of the Romans. But this very orthography has caused no little trouble, and the matter is not yet settled, and consequently, the phonetics depending on the spelling cannot possibly be determined. What becomes of Cicero, when such changes were made in orthography in a hundred years? Even if we had the spelling and phonetics of the post-Augustan age definitely fixed, there may be a serious barrier still between us and the phonetics of the Golden Age. Brambach says: "At the beginning of this period (100 B. C.), the Latin language, as is frequently evidenced by the texts of these authors, was in process of a rapid development in respect to forms." With a view to distinguish the usage of these writers in the matter of pronunciation and orthography, we may divide them into three groups.

Taking the whole case as it lies before us, especially in view of the rapid changes in spelling and necessarily in the phonetics of words, as indicated above, we can see at a glance that it is no easy matter to decide how Cicero, Cæsar, and Horace pronounced Latin.

3. Notice, too, the difficulty of learning a FOREIGN LANGUAGE under the most favorable circumstances, so as to speak it accurately. Especially mastering the phonetics of any tongue not our own is beset with difficulties peculiarly hard to overcome, and which seldom, if ever, are overcome by those who have reached adult years, even when they hear the language spoken every day for almost a lifetime. Take the French as an illustration. Look at the alphabet. It is the Roman alphabet and ours, too. The sign is perfectly familiar. The sounds of some of these signs may be uttered in

the ear hundreds of times with the keenest accuracy, and yet our lips refuse to produce what we hear. The fact about which we now speak is so notorious that in France it is almost impossible to find any foreigner who speaks the French *sans accent* until, it may be, after the living teacher has drilled him and French politeness has trained him for years.

Prof. Haldeman and Prof. W. G. Richardson tell us that our facilities for learning the true pronunciation of the ancient Latin are equal to those we have for learning the French in the use of books without a living teacher. Grant it. But before any argument is founded on this statement, let some American or Englishman be found who, *with books alone*, has learned to produce with accuracy and clearness, even to the standard of respectability, the phonetics of the modern French. Such a thing, it is safe to affirm, never happened. Where is the scholar who has accomplished this without the French people around him, and without a master? Americans may form theories in their studies, as to French sounds, from books; but the experience of one week in Paris will reduce them to the sober conviction that they must go to work or cease forever all their ridiculous attempts to speak the living French. The trouble is, they have never known the real sounds of the language, and with books alone they never will know them. We candidly confess, therefore, that the position taken by the distinguished scholars named above, in regard to one of the Romance tongues, goes very far toward convincing us that finding the *true* pronunciation of the Latin, as things now are, is an impossibility. The Latin is to us, not only a foreign, but a dead language, — a fact that deserves to be

borne in mind in the discussion of the question, "Do we know how the Romans pronounced Latin?"

Prof. Guyot, of Princeton, and Dr. Meyrowitz, of the University of Missouri, are two of the most able scholars in America, one a Frenchman and the other a German. With the profoundest respect for these scholars, we must be permitted to write what all personally acquainted with these gentlemen know, viz., that neither of them can utter the English sounds to perfection, though they have had years of experience in public life in the land of their adoption. Does any one suppose that, either by word or book, these men, with all their vast researches, could lay down a scheme of English phonetics that would properly represent our sounds to other nations? We venture that neither of them would feel willing to undertake the task. This again amounts to this, — that acquiring the sounds of a language, under circumstances favorable to the utmost, is attended with the most serious difficulties.

4. It may not be amiss to bestow a moment's time on the Greek, a language almost universally cited by Roman Latinists, in arriving at the power of the Roman letters. Here we are liable to be misled by the fact that the Greek is a living language. Many unconsciously impose on themselves and others by thinking that when they compare Latin and Greek letters, one term of the comparison is *known*. This is a mistake. We have lost the ancient pronunciation of the Greek, as well as the Latin. There are three pronunciations of Greek in use, — the English, the Modern Greek or Reuchilinian, the Erasmian, called also the Continental. Of the second method, the modern Greek or Reuchlinian, Prof. Boise, in his report to the Bureau of Education, says that while

advocated by some very eminent men, it has been adopted by very few scholars.

When *c* and *g* are compared with the corresponding letters in Greek, we are comparing things to us unknown, and surely all inferences will be unreliable. *C* and *g* are two letters about which there is as little dispute perhaps as any two that could be cited from the two cognate tongues. No two nations have ever had the same system of phonetics. When the Roman Latinist, in his transliteration, puts Latin into Greek letters, or *vice versa*, there may be a visual correspondence, and at the same moment he may make a failure in the phonetic element which is the main point of inquiry.

Modern Greek differs from the ancient in matter as well as in forms, and the pronunciation may differ as widely as the matter and the forms of the modern tongue. We have it on the highest authority that Sophocles, for many years Professor of Greek in Harvard University, holds that the modern Greek was of comparatively little service in mastering the ancient, as we have it in Thucydides, Xenophon, and Demosthenes. It adds greatly to the weight of his testimony when we recall the fact that Sophocles himself is a modern Greek, with a soul that thrills with emotion at the associations that hang around the land of his fathers. We fix attention on the fact that the phonetic system of the old Greeks is not known, that the modern does not relieve us of any difficulty, and that Latin orthoephy cannot be settled by reference to a system that has been, at least in large part, confessedly lost for ages.

There is another fact that may tend to strengthen "right reason" on this point. Erasmus, a scholar of splendid genius and most refined taste, published at

Basle, in the year 1528, his famous dialogue entitled "De recta Latini, Græcique sermonis pronuntiatione." The text on which that masterly review was based, from beginning to end, was, "Nunc tota fere pronuntiatio depravata est tam apud Græcos, quam apud Latinos." Of this text, John Stuart Blackie, Professor of Greek in the University of Edinburgh, Scotland, one of the most distinguished scholars now living, says: "This is proved in a very exhaustive style in an argument extending to above two hundred pages. The powers of the different letters are critically discussed, and the relation of accent and quantity illustrated both by learned rules and by living examples. With regard to the vowel sounds, which is the first point handled, he had an easy task to prove that the slender sound, the characteristic of the Byzantine Greeks, could not have been the original sound of so many distinct vowels and diphthongs. Signs of different vowels are certainly not made originally to confound, but to distinguish. The confusion in this case is always of a later birth. What Erasmus, however, failed in here, and what, from want of materials, he could not but fail in, was to show at what period this confusion commenced, . . . and the result was that, by this assault of Erasmus, the faith of scholars in the orthoepic traditions of the Byzantine elders was shaken in all the most learned countries of Europe, and every nation set up vocalizing Greek according to what seemed good in its own eyes. Hence the motley babblement of Greek which now prevails." *

From the extracts just made, two propositions are

* Blackie's Horæ Hellenicæ, p. 350, London, 1874.

evident: 1. That Erasmus in his day did not believe that the Byzantine Greeks possessed the true ancient pronunciation; 2. That when Prof. Blackie speaks of the "*motley babblement of Greek which now prevails*," flowing from the influence of Erasmus, he does not endorse the mode of pronouncing Greek now common in America and on the Continent.

The modern Greek pronunciation was taught in Germany by the great theologian Reuchlin, and in his day (1455–1522) was used wherever Greek was studied. The correctness of the modern Greek pronunciation was called in question by Erasmus in his dialogue between a lion and a bear, as already stated, in the year 1528. What is the condition of things now in America? Two years ago, a large number of letters was collected by Gen. Eaton, Commissioner of Education, and placed in the hands of Dr. James R. Boise, Professor of Greek, Chicago. Dr. Boise examined one hundred and twenty-five letters to ascertain the system used by American scholars, and the result was as follows: Two professors, out of the whole number, used the modern Greek mode; eighteen teach the English system; four teach a system partly English and partly Continental; and one hundred and one the Erasmian method.* Thus Erasmus has triumphed, but with how much consistency and uniformity let the "motley babblement" of Prof. Blackie decide.

We are now forced to the conclusion that the ancient pronunciation of Greek, as held by Sophocles, gives us very little assistance.

"But the most important consideration is that the

* Report of Commissioner of Education for 1876–7, p. 480.

language of the educated Greeks is not the traditional language of the Greek nation, for in its present form it had no existence a century ago. The modern Greek, properly so called, is in reality the legitimate offspring of the Byzantine Greek, the last and most corrupt stage of the common Attic, and however ancient some of its peculiarities may be, its chief characteristics cannot be critically traced farther back than the times of Theodorus Ptochoprodromus (A. D 1150), the first Romaic author of whom we have any definite accounts. The modern method began to attract the attention of American scholars upwards of thirty years ago. Much has been written in its favor. In general, however, it has been treated with contempt or indifference, not, as one might hastily suppose, because its sounds are meagre and effeminate, nor because it is not the pronunciation of at least four millions of Greeks scattered all over the East, but simply because its defenders have failed to establish its claims to classical antiquity." *

Now, even at the risk of a slight repetition, we would fix attention on the fact that the modern Greeks do not possess the true ancient pronunciation, according to Sophocles, himself a modern Greek; again, that, on the authority of Profs. Blackie, Kendrick, and others, the Erasmian is not the classic pronunciation; and lastly, that, as shown from the following quotation from Sophocles, the true ancient pronunciation is not known and cannot be known, and that too from the nature of the case: —

"It is conceded that the refinements of the classical pronunciation cannot be determined with precision, partly because they are not minutely described by

* Sophocles.

ancient grammarians, but chiefly because the vanishing or obscure sounds of all languages are always perplexing to foreigners. And it must not be forgotten that all modern nations are, with respect to the ancients, foreigners." (Sophocles' Alphabet and Pronunciation, pp. 7, 8, 10.)

Bullions' Greek Grammar by Kendrick, an ardent advocate of the Erasmian system, virtually yields the point that we do not know the ancient pronunciation. On page 4 occurs the following passage : —

"The ancient pronunciation of the Greek vowels and diphthongs cannot now be determined with certainty in all cases. The knowledge we have of it is derived chiefly from Greek words that appear in Latin and Latin words that appear in Greek, from imitation of natural sounds, as the bleating of sheep or the barking of the dog; from a play upon words, and other similar hints. Valuable aid may be derived from the pronunciation of the modern Greek, and a study of the euphonic laws which have produced it.

"If uniformity in the pronunciation of the Greek is to be aimed at, — and it is certainly desirable that it should, — the Erasmian method, among all others now in use, seems entitled to preference, on account of its simplicity and perspicuity, and as having largely in its favor the authority of the ancients. It is the pronunciation mainly prevalent in Europe, and to a considerable extent in America."

It is well known by scholars that Sophocles, Packard, Curtius, and Kühner, not to mention others, do not yet agree as to the sounds of some of the diphthongs. Erasmus never claimed anything more than that the system indicated in the dialogue was an approximation to the ancient pronunciation.

And, after all, the reformers of Latin pronunciation, who wage a war of extermination on nearly every page, parade their transliterations of Latin into Greek and Greek into Latin. We repeat that when they compare Latin and Greek letters, they are comparing two unknown terms. If they mean modern Greek, that has laid aside, as almost universally conceded, its claims to antiquity ever since the days of Reuchlin. If they mean ancient Greek, then we answer that its pronunciation has been lost, that the most persistent defenders of the Continental mode only claim for it an approximation, and that this approximation has as many phases as the so-called Continental pronunciation of Latin, *i. e.*, every nation has its own phase.

5. Another fact, pretty well established, is worthy of attention. There were differences among the Romans in their pronunciation of their own language. This was true in the greatest purity of the Golden Age. There was the refined utterance in the capital, the "vox rustica," in which certain of the vowels seemed to lose their difference of sound; another pronunciation peculiar to earlier days, and used by a great number of the people; foreigners came, whose influence tended to vitiate the pronunciation; the best educated circles differed about the quantity of many words, and their quantity of course regulated their spoken language; and finally, learned men have reasons for insisting that there were differences and defects in the pronunciation of Cæsar and of Cicero.

In an able article before the Philological Association in July, 1876, Prof. Peck, of Cornell University, who adopts the Roman mode, used this language in substance: In conclusion, the speaker urged that, as

the best native speakers of Latin differed among themselves in theory and practice, but labored harmoniously and to the end to come nearer to the ideal pronunciation, so there is no ground for discouragement or for detraction, if those who would restore the ancient pronunciation still differ in many points, and perhaps in all points fall below the true standard.

The preceding paragraphs have been employed in substance by Roman Latinists, to show that their differences were not so much to be wondered at, because the Romans themselves differed in some important particulars. The meaning is not that Cæsar, Cicero, and others did not understand how to pronounce their vernacular, but the meaning is that the differences among the Romans themselves, even among their most learned men, make it very difficult for people in our day to find out what the true pronunciation was on the part of any of them. No scholars are more aware of the state of facts under consideration than many of those who have written in favor of the so-called Roman method.

When Latinists, who insist on the reformed system, differ among themselves on so many points, both in theory and practice, and justify their differences by asserting that the Latins differed among themselves, a thing admitted, the question may be gravely asked whether or not Corssen, Roby, and others have really ever resurrected the ancient pronunciation at all. At any rate, does not such a condition of things somewhat palliate the offence of those who still prefer to employ what may be termed an "old-fashioned" and settled pronunciation? Further, Brambach's testimony, just under this head, is invaluable: —

"With a view to distinguish the usage of these writers in the matter of pronunciation and orthography, we may divide them into three groups.

"To the first and oldest group belong Cicero, Cæsar, and Sallust. Of these, Sallust has a marked fondness for long-established forms, while Cæsar lends a very ready ear to the pronunciation just coming into fashion, and in so far as his philological studies allow it to seem advisable, forwards a general acceptance of the same through his writings. Cicero takes a middle course, by seeking not so much to carry through his own particular notions about the correct system of phonetic spelling, as by accepting the actually received usage in regard to pronunciation and orthography, and by making concessions to it contrary to his own convictions.

"Livy, Virgil, Horace, and Ovid constitute a second group. Livy is no innovator in the matter of spelling and pronunciation. In his simple narrative he clings to the prevailing orthography of his contemporaries, but as his whole heart is with the past, he has the knack, when treating of grave and venerable matters of religion and state, of giving an antique coloring to his narrative, by using words aptly selected, whether we regard the words in themselves or their archaic spelling. The same is true of Virgil.

"On the other hand, Horace and Ovid, gladly turning to the fresh life of the present, prefer to avail themselves of the modes of speech just coming into vogue. Horace, indeed, puts himself into a conscious antagonism to the old-fashioned poetry of the past.

"To the third group belong Quintilian, Curtius, and Tacitus. These wrote in a time when the innovations which had forced their way in since Cæsar's day had

attained general recognition." (Brambach's Orthography, pp. 9, 10, 11.)

This significant passage must be full of suggestions to all Latinists, whatever view they may take as to pronunciation. It proves, too, that the differences in pronunciation among the Romans, before mentioned, are not mere matters of fancy in the brain of some English Latinists.

Specimen arguments in behalf of the so-called Roman method. That others, who may not have the means at hand for examination, may see the arguments used by the new "Romans," we here give verbatim extracts from their own works on the subject.

Prof. W. H. Klapp, M. D., of Philadelphia, published last year, 1878, "a compend of what grammarians say on the subject, and the arguments used by writers of the present day . . . in favor of the phonetic method of pronouncing Latin." Here are his condensed arguments to prove that *c was always hard, as k in "kitty."*

1. A large number of forms occur in which the letter following *c* is changed; now, if the sound of the *c* changed too, it would form such a differently sounding word, that no one, not even a poet with all the license allowed him, would dare to use it. For instance, Virgil has "replictus" for "replicitus." Again, words occur where the final *e* has been omitted, which, if the *c* had two sounds, would change it from an *s* to a *k*, as in "dic" for "dice," "duc" for "duce" "fac" for "face," etc. Then, again, the *c* would have had to change its sound when *ai* became *ae*, as in Kailius, afterwards written Caelius. We have adverbs where a letter was dropped out, where, if *c* had two sounds, it

must necessarily have been changed, as in "audacter" for "audaciter." This would have taken place, too, in an enormously large number of other words; *e. g.*, difficulter and difficile; capio and cepi; cano and cecini; acer and acris; locus and loci; lacus and laci, with the two datives lacibus and lacubus; piscis and piscosus, etc.

2. Quintilian says (I. 7, 10), "K quidem in nullis verbis utendum puto, nisi quae significat, etiam ut sola ponatur. Hoc eo non omisi, quod quidam eam, quotiens A sequatur, necessariam credunt, cum sit C littera, quae ad omnes vocales vim suam perferat." K, we know, was used in certain word, as Kalends, Karthago, etc. Now there was a very animated discussion among grammarians in Quintilian's time, as to whether the Roman alphabet needed more letters or already had too many. Vide *Quint.*, I. 4, 7–9. He there instances *k* and *q*.

Terent. Maurus (about 300 A. D.) speaks also about these letters, and says that *k* and *q* are both useless, since *k*, *q*, or *c* can be used after any vowel with the same sound. (VSS. 204–209). I quote merely the last line, "refert nihilum, *k* prior an *q* siet an *c*." Again, Priscian (I. page 12) says, "*k* enim et *q*, quamvis figura et nomine videantur aliquam habere differentiam, cum *c* tamen eadem tam in sono vocum quam in metio potestatem continent."

3. In transcribing Greek and Latin words kappa is always written for *c*, and *vice versa;* whereas, in some words, as Cicero, for instance, would have been much nearer the sound, if *c* had been pronounced soft; or in many instances could have been used as in the above example of Cicero.

4. The argument against the pronunciation of *c* like *k*, that apparently has the most force, is the confusion in words that end in *-cio* and *-tio;* but this, too, really is groundless, at least for high Latin, because the confusion was not one of sound, but of the different suffixes *-cio*, *-tio;* and this confusion was of a late date. The earliest example we have of *-tio* for *-cio* was in A. D. 192–211 (Corssen, I. 50–67), and there are only seven instances of *-ci* for *-ti* in inscriptions before the seventh century of our era. (Roby's Lat. Gram., p. 52.)

Mommsen, in his notes on Livy, p. 175, says: "Nunquam in libro Veronensi commutatas reperies litteras *c* et *t*, quod qui ante septimum saeculum obtinuisse sibi persuadent, ne ii vehementer errant." Of these seven inscriptions, three are given by collectors who lived when the false spelling had become usual; one is from a notoriously bad speller; another is from an inscription containing many misspelt words, and the remaining two are from an *African* inscription of about A. D. 230. And even if these last two be rightly copied, it is absurd to lay down a rule for the spelling or pronunciation of a word in Cicero's time, from the spelling of the same word in a time when Latin had fallen, and could hardly even be called classical! But even supposing this confusion existed, does it really prove anything? We have examples in many languages where *t* and *k* are habitually confounded; one will suffice: the Canadian French always say *mékier* and *moikié* for *métier* and *moitié*.

The following condensed argument for *g* hard is also from Dr. Klapp. "*G* always hard, as *g* in '*give*.'"

1. The vowel following *g* is continually changed,

without any evidence on the part of the grammarians of a desire to change the sound of the *g*; *e. g.*, "malignus" for "maligenus," "gigno" for "gigeno," "tegmen" for "tegimen," etc.

2. In transcribing from Latin to Greek, and *vice versa*, *g* is always represented by *γ*, and *γ* by *g*.

3. There is no trace to be found in the grammarians of *g*'s having any but the one sound in high Latin times.

4. There is no evidence of *g*'s having a sound like the English *j*, before the fifth century, A. D. At that time we find "magestates" written for "majestates."

Take now the discussion of the diphthong *oe* first from Roby and then from Blair, in full: —

"The sound of *oe* is somewhat perplexing. Mr. Ellis has suggested (Trans. Phil. Soc. 1867, Supp., p. 65, and Early Eng. Pro., p. 529) that Greek *oi* was originally *ui* with the first element preponderating. Latin *oe* was originally *ue* with the second element preponderating.

"This seems possible enough for the Greek, as *o* had frequently that approximation to our *u* which is here presented. (See App. A, XII.)

"But the Latin sound is much more doubtful. It is true that *oe* is the successor of Latin *oi* and the representative of Greek *oi*, and that both *oi* and *oe* passed frequently into *u*, *e. g.*, coirare, coerare, curare; moerus, murus; moenia, munia; poena, punire, etc.; but I am not aware of any indication that Latin *o* had any such approximation to our *u*; and *oe* never alternated with *ui*. The passage of *oi* and *oe* into *u* seems to imply that at that time the first, not the second, element, the *o* not the *i* or *e*, was in the preponderance.

"In imperial times *oe* became confused with *e* and *ae*,

and then the second element may have been preponderant. And this was the case also in the words which in very early times were spelt with *oe*, *e. g.*, loebertas, oloes (cf. §§ 264, 363, 366), and afterwards were written with *i*. I am inclined to think that the diphthongal sound implied by the letters *o* and *i*, or *o* and *e* (with their Latin sounds), is the safest conclusion, and that in the words which the ordinary language spells *oe* (*e. g.*, amoenus, coepi, moenia, foedus, poeni, poena, oboedia), the stress should be laid on the *o* rather than the *e*." (Roby, p. lxx.)

"The sign *oe* is representative of the most unstable, and therefore the most uncertain of all the Latin vowel sounds. If it only marked one stage of the descent *oi*, *oe*, *ē*, we might surely infer at least a close approximation to its sound, as we do for that of *ae* in the scale *ai*, *ae*, *ē*

"But the old Latin *oi* descended through *oe* in three directions, namely to *ū*, to *i*, and to *e* (or *oe*). Thus:

oisus,	oesus,	usus.
coiravit,	coeravit,	curavit.
ploira,	ploera,	plura.
ποινη,	poena,	punire, etc.;

Also

foidus,	foedus,	fidus.
ὄϊκος,		vicus.
quoi,		cui.

"(While the cases ending in *i* of stems in *o*, have in this *i* the remains of former *oi*, as *populi* for *populoi*, *Romani* for *Romanoi*, the intervening form *oe* is said to

appear in a few accidentally preserved ancient instances, as *Pilumnoe*, *poploe*, nominative plural;) and

moiros,	pomoerium, pomerium.
ποινὴ,	poena paenitet (and poenitet).
coena,	caena (and cena, Cato and Ter.).
obscoenus,	obscaenus (and obscenus).
Coelius,	Caelius.
coeteri,	caeteri (and ceteri), etc.

"From these observations we should be obliged to infer that the sound of *oe* diverged from that of *oi* in at least three different ways. And when now we turn to inquire in what order of time those various forms of orthography prevailed, and to what extent respectively, we find in Corrsen's exhibition, drawn from inscriptions: —

"1. That *oi* (having begun from the earliest times to give way to *oe*) had ceased entirely to be written before the classical period.

"2. That from an early period *i* was collaterally with *oe* a substitute for earlier *oi* in the terminations of cases of nouns. (In this place *oe* gave way entirely to *i* in the classical period.)

"3. That from the time of Plautus on, *oe* in the stems of words gave way to *u*, *which became the prevailing orthography after the time of the Gracchi and through the classical age.*

"4. The few words which during this time retained the written form *oe* were pronounced by the later Latins with *e*.

"The most positive inference which we seem to draw from such evidence is, that along with the sign of *oi*, the sound also of that diphthong had disappeared from

the Latin before the classical age. And the proposal, therefore, of some modern scholars to return to that antiquated sound for *oe*, is not in conflict with the broadly marked general tendency of the Latin towards a reduction of its diphthongal sounds, but singularly at variance with the particular history of the diphthong *oe*. The zeal of reform has impelled some to deny the existence of any irregularity or obscurity in the Latin pronunciation; but these cannot help us here, nor can we adopt any such adventurous dogma as prescribes for our practice a sound which was obsolete for Cicero.

"There is certainly a consolation for our ignorance in the belief that the Romans themselves did not know for any length of time together a certain sound for this diphthong. And if now it be thought necessary for us to fix some uniform sound, by which in our practice to render those words which, in printed texts furnished us, appear written with the sign *oe*, we must choose between the sounds of *ē*, as in *fetus*, French, *prêtre*, or that of German *oe* (*ö*), in *Goethe*. The first of these sounds is recommended: —

"1. By considerations of convenience, chiefly in view of the fact that in almost every instance (except, namely, in the word, *coetus*, and possibly, a few others) the words which are spelled in our texts sometimes with *oe* are frequently (some as frequently) found with *ae*, as, obscoenus, obscaenus, and even obscenus (French, obscène); poenitet, paenitet; moeror, maeror, etc., etc.

"2. Where better reasons fail, the authority of the post-classic Latin deserves to be heard; and this speaks for *ē*. On the other hand, the general turn taken by *oe* into *u*, in the practice of the cultivated Romans of the classical period, establishes a good degree of proba-

bility for the prevalence at that time among the educated of a sound which conjecture can represent no better than by that which the German scholars have adopted; the sound, namely, of their own *oe* (nearly the French *eu* in *fleur*).

"Thus the *oe* in *proelium* would sound nearly like *o* in English *world*, or *i* in English *whirl*." (Blair, pp. 61–64.)

An examination of these extracts from the arguments of those who favor the innovation will show that the position of the writer, as to the basis on which the so-called Roman system is founded, is fact. The reason for pronouncing *g* always as *g* in *get* may be regarded by some as valid and decisive. This letter is ably treated by Roby, Corrsen, and others. That *c* was always like *k* is not without difficulty and difference of opinion. This may be inferred from the quotations already cited. That there is a real difference of opinion among those who favor reform in England is perfectly clear from a statement made by Prof. Max Müller. (Academy, Dec. 15, 1871.) He says: "As I looked upon a reform in the English pronunciation of vowels as far more important than any improvement in the pronunciation of certain consonants, my chief object was to show that some compromise might be possible in regard to *c*, and that, in allowing their weaker brethren some liberty in the pronunciation of this one letter before *i* and *e*, thorough-going reformers need not have felt ashamed, as if sacrificing an important principle." The weaker brethren referred to are those who do not feel inclined to pronounce *c* like *k*, before *e*, *i*, *y*, *æ*, *œ*, and *eu*. Some of their reasons are given in the conspectus on the letter *c* already quoted.

The perplexing and wholly unsatisfactory condition of the diphthong æ is perfectly obvious from the discussion represented by Roby and Blair, and no abler representatives of the subject can be found.

C and *g* are two letters in regard to which the reformers seem to think their position impregnable. Many English Latinists quietly concede the claim. It would not seem difficult, however, to bring to bear such proofs as will show that their strongest positions may be even successfully assailed by the most powerful arguments. While our view in the matter was in preparation, an article involving these letters, with others, appeared in the January number (1879) of the "North American Review." Mr. W. W. Story, in the article named, presents the point in dispute so admirably and ably that we take the liberty of quoting his words. The new system claims that "c is *always* as k; that g is *always* as g in get." Mr. Story says: —

"We cannot for various reasons think there is any sufficient warrant for such a statement. In the first place, the letter *C* is constantly found in old inscriptions, in Greek and Latin, as representing the letter *S* or Σ, which would have been quite unnecessary and misleading if it had the sound of the Greek kappa, or our *K*. Thus, to mention one of a thousand instances, the name of Sardanapalus is inscribed on a statue in the Vatican as *CAPΔANAIIALOC*. This would rather seem to indicate that the *C* was sounded like *S*. But there are other facts and words which more plainly point to the probability that the modern Italian pronunciation of *c* soft, before *e* and *i*, as in *chest*, conforms to that of the ancients. In many words *t* was used interchangeably with *c* before *e* and *i*, showing that the

pronunciation of these letters in such positions must have been the same, or nearly the same, and therefore that *c* could not have been pronounced as *k*. Thus, solatium, convitium, suspitio, tribunitius, nuntius, conditio, among others, are often spelled solacium, convicium, suspicio, tribunicius, nuncius, condicio. A still stronger evidence of this is to be found in the ancient names of persons. There would seem to be no safer method of determining the ancient pronunciation of letters than by a recurrence to the proper names in which they are to be found. Names alter little, if at all, for centuries. They are in constant use, and handed down in hundreds and thousands of families from one to another generation. The sound is constantly on the tongue and on the ear, and is subject naturally to less variation than in any other words. The first mispronunciation of it would be saluted with laughter. Even were the spelling lost, the pronunciation would remain. Now, among the ancient names *c* is constantly used interchangeably with *t*, showing that these two letters were in such cases nearly, if not exactly, equivalents in sound. Thus, among others, Marcia is sometimes spelled Martia; Mucius, Mutius; Neratius, Neracius; Portia, Porcia. The *c* must, therefore, have had the soft Italian sound. Again, such names as Celsus, Cæsar, Decius, Cincinnatus, Cæcilia, Marcellus, Lucius, Lucia, Lucilla, Marcia, and many others of the same character, have always been in use in Italy. Is it possible to believe that the present pronunciation of these names in Italy, which have been in constant, familiar use in hundreds of families for twenty centuries at least, is entirely false? When did it suffer this change? Why was it altered? The syllabus would have us pronounce

Cicero, Kikero. But the name of Cicero has always been a living name, familiar to every ear in Italy, and no one there ever heard it pronounced Kikero. It is alleged, as an argument in favor of this pronunciation, that it was spelled with the *kappa*, *Κικερων*, when written in Greek. But supposing it were pronounced by the ancient Romans, as by the moderns, Chichero, how were the Greeks with their alphabet to represent this sound? They had no letter with which to spell it nearer than *kappa*. The *chi* was a deep guttural, the *kappa* was the soft *k*; they had no other letter, and they took the one nearest to it. And, still more, do we know what was the exact sound of the Greek *kappa?* The same reasons also apply to the Greek spelling of all similar names, such as Cæsar and Celsus. In fact, when we find Caius spelled *Γαιος*, one is tempted to ask why the *Γ* is here used instead of the *kappa*, if the *kappa* had the sound we suppose of our own *k*.

"In like manner, in all ancient names of persons and places in which *g* occurs before *e* and *i*, it is pronounced soft by the Italians, and this affords one of the strongest proofs that it was so pronounced by the Latins. As examples of this, among many others, may be cited Virginia, Virginio, Girgente, Egisto, Virgilio, Eugenio, Gemma, and Gelasio. Not only the Italians give this soft sound, which still adheres to these words even in English, but there is not one of the Romance nations by whom it is pronounced hard. The Spaniards aspirate it, and between French and Italians there is but a shade of difference, it being softer in French, and having a slight sound of the *z*. No one pronounces it hard, like *g* in English *get*.

Again, not only in names, but in almost if not all other words of Latin derivation, in which *g* precedes *e* and *i*, it has the same soft pronunciation. Gentilis is gentil in French, gentle in English, and gentile in Italian. So also genius, gemma, generatio, germen, gestatio, may be adduced. But it is useless to multiply examples; they will occur to every one. Is it in any way probable that all the Romance nations, whose languages are derived from the Latin, are utterly wrong in their pronunciation, and that the Germans (or the *Ghermans*, if they are right in the sound of the *g*) have preserved its true pronunciation?

"Let us go further. Undoubtedly in ancient inscriptions we find the *g* and the *c* before *e* and *i* used indifferently. A clear proof of this is to be found in the inscription of Duilius, A. U. C. 493, at Rome. This was engraved on the base of the Columna Rostrata, raised to celebrate the first naval victory over the Carthaginians, and which was struck down by lightning between the second and third Punic wars, and remained buried in the ruins of Rome until it was unearthed in 1565 near the Capitol. Though considerably defaced in parts, it was legible, and has been carefully restored by learned hands. It is as follows: —

"'C. Duilios. M. F. M. N. Consol advorsum Poenos en Siceliad Secestanos socios Rom. obsidioned craved exemed, leciones refecet, dumque Poeni maximosque macistratos lecionumque duceis ex novem castreis exfociont, Macelam opidom oppucnandod cepet, enque eodem macistratod bene rem navebos marid consol primos ceset. Socios clasesque navales primos ornavet paravetque, cumque eis navebos claseis poenicas omnes et maxsumas copias cartaciniensis praesented sumo dictatored olorom in altod madrid pugnad vicet, XXXque navis

cepet cum socieis septem milibos, quinremosque triremosque naves XIV merset, tonc aurom captom num e ϕ ϕ ϕ D C . . . pondod. Arcentom captom praeda numei cccIↃↃↃ. Pondod crave captom aes cccIↃↃↃ, cccIↃↃↃ, cccIↃↃↃ, cccIↃↃↃ, cccIↃↃↃ, cccIↃↃↃ, cccIↃↃↃ, cccIↃↃↃ, cccIↃↃↃ, cccIↃↃↃ, cccIↃↃↃ cccIↃↃↃ, cccIↃↃↃ, cccIↃↃↃ, cccIↃↃↃ, cccIↃↃↃ, cccIↃↃↃ. Is quoque navaled praedad poplom rom. deitavet atque Cartaciniensis incenuos duxet triumpod cum XXX rostreis clasis cartaciniensis captai. Quorum erco S. P. Q. R. eei p. (posuet.)'*

"Here we have the *g* and the *c* used interchangeably, showing that they had nearly the same sound before *i*. Either both were hard or both were soft. If both were hard, then the Italians, as well as the French and Spaniards, are entirely wrong in their pronunciation of both letters, and the same incorrectness is to be found in most of the English words derived from the Latin in the use of the *g*. In fact, all the world is wrong except the Germans. Is it, however, probable that all these nations should wrongly pronounce all the Latin words which still exist unchanged in their languages in which either *c* or *g* precedes *e* and *i*; and that the Church carrying on daily and continuously its functions and offices in Latin for eighteen centuries, should have assumed a totally new and false pronunciation?

"If this be the case, what is to be made of the observation of Quintilian, "Cum *C* ac similitier *G* non valuerunt in *T* ac *D*, molliuntur; ne illas quidem circa *S* literam delitias [which, be it observed, he spells deli*t*ias] hic magister feret"? (Inst., lib. i., cap. 11.)

* Other examples are to be found in the royal edicts where *g* and *c* are used interchangeably, as having the same force. Thus, agnum is spelled acnum; agrum, acrum, etc.

What are we to say of this word gingiber, which was also spelled zinziber — our English ginger? There can be no doubt that the *z* was soft, at least if we can trust Dionysius of Halicarnassus and Fabius. Again, the Latins sometimes put *D* for *G*, showing that it was soft. Were the Germans ever called the Ghermans? Why, too, was it ever necessary to spell the Greek *chi* with *ch*, if *C* had the same hard sound? Why Cherubini, and Chiragra, and Chelidonia, and Chiromantis, and Chelae, and others? How, too, are we to pronounce words in which *c* follows *x*, as excire, excipio, excerpo, exceptio, etc.? If the *c* is soft, it is easily elided; if hard, this would scarcely be possible. So again, how are we to explain the fact that such names as Valentia and Sulpitia are written Valencia and Sulpicia; and conditio and solatium appear as condicio and solacium?* Again, why spell pulcher with an *h*, if pulcer has the same sound?

"There is still another clear indication that *g* had not the hard sound in all cases. According to Priscian, the Emperor Claudius, recognizing the imperfection of the Roman alphabet to express various distinction of sounds, proposed to introduce three new letters or characters, one of which was called the anti-sigma, which was formed by reversing one *c* against another. This ↄ represented the function of the Greek *psi*, and all three letters were, in the opinion at least of Priscian and Quintilian, necessary. If, therefore, the sound of *c* formed any part of that of *psi*, it clearly could not have been hard like *k*.†

* "Letters of Fronto and Marcus Aurelius, In Nepote Amisso," pp. 216, 217.

† Plutarch tells us, in his "Quæstiones Romanæ," that the let-

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"It would seem, therefore, all things considered, that there is not sufficient warrant to overthrow the present Italian pronunciation of *c* and *g*, as recommended in the *Oxford and Cambridge syllabus*. Nothing certainly is gained, variety is sacrificed, and there seems to be every probability that the traditional pronunciation is right. At all events, such is the universal pronunciation in the south of Europe.

"Again, when we consider the large number of pure Latin words still in constant use in Italy, without change, so many of which are names of things and materials in common use, — words which have been constantly

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ter *g* was unknown in Rome for five centuries, and was first introduced into use by the grammarian Spurius Carvilus, in the year 540 (about 213 B. C.). Though this must be a mistake, as it appears in the Duillian inscription of 494, and also in the epitaph of Scipio Barbatus, who was consul in 456, yet it is plain that it must have been of infrequent use, or he would not have made such a statement. In macistratus, Cartacinensis, Leciones, exfociont, *c* and *g* were apparently equivalents in sound, as they would be if pronounced as the Italians now pronounce them, the difference being what in English lies between "chin" and "gin." Had they pronounced both these letters hard, they could easily have used the letter *k* (since they were misspelling these words), which was already in the alphabet, and appears in a bronze tablet in the Barberini Library at the date of the beginning of the fourth century of Rome — "sub æde *kastoris*."

Again, in late excavations at Ostia the following inscription was found of the early Christian times: —

> "Loc. Aphrodisias, cum deus permicerit,
> Cælius hic dormit, et Decria, quando deus
> Boluerit."

From a passage in Ausonius it would even seem that *c* had more the sound of *s* than of *k*, for without this pronunciation the jest would be lost. Venus says of herself, "Nata salo, suscepta solo, patre edita cœlo." If the *c* be here pronounced as *k*, the play upon words is lost. So also *ceu*, *seu*, *sive*, point to this pronunciation.

spoken at every turn, — it is difficult, to say the least, to imagine that in all these the letter *c* has been vitally changed in its pronunciation by the Italians and direct descendants of the Romans. For instance, is it probable that such unchanged words as the following are all mispronounced now in Italy? — civitas (città), cervello (cerebellum), celebre, cedo, celere, celare, cella, cenere, ciccus, cibus (cibo), cimex (cimice), circa, cippus (cippo), cinctura, cista, sacerdos."

œ is so fruitful a source of diversity of opinion and argument among the reformers that no further notice of that diphthong is at all necessary.

It may be noticed that Tafel gives *c* before *e*, *i*, and *y*=*ts*.

CHAPTER IV.

SCHEMES OF THE ROMAN METHOD.

Before noticing the want of agreement among those adopting the new mode, we append several schemes prepared by some of the ablest defenders of the system, that others may the better judge of the justice and truthfulness of what shall hereafter be said. We propose to show that the discrepancies among their various schemes are so great as to discredit the evidence in support of the system and render uniformity of practice, as things now are, a sheer impossibility.

1. By Prof. J. F. Richardson, of Rochester University, in 1859 : —

ă=a in ăh.	ā=a in ah.
Ĕ=a in fate.	ē=a in fane.
ĭ=ee in fleet.	ī=ee in flee.
ŏ=o in note.	ō=o in tone.
ŭ=oo in boot.	ū=oo in moon.
AE=aye= ī.	au=ow in now.
OE=oi in coil (nearly).	
C=k.	g=g in get.
QU=k.	j=y.
s=s in sin.	T=t in to.
V=v in English.	

With the sounds of the vowels here given, Prof. Haldeman, whose treatise appeared in 1851, substantially agrees. He is decided in his opinion that the short

vowels *never sounded* like *a* in at, *e* in ebb, *i* in it, *o* in ox, *u* in up.

In these schemes the letter or letters about which there is a difference of opinion are in many cases in small capitals.

The following table represents the sounds of the letters in "the practical Roman method," proposed by the Messrs. Tafel (1860) : —

2. 1. SOUNDS OF THE VOWELS.

A long, as in the English *father*. A *short*, the same sound shorter.

E long, as in the English *fate*. E SHORT, as in *then* and *dishes*.

I long, as in *machine* and *caprice*. I SHORT, as in *sit*.

O long, as in *hole*. O SHORT, as in *nor*.

U long, as in *rude*. U *short*, as in *put*.

2. DIPHTHONGS.

AE, like *ai* in *aisle*.

Aw, like *ou* in *fowl;* before *d*, like *ou* in English *gout*.

Eu, in two syllables, as in Italian *eu*.

OE, like *oi* in boil, or *oy* in *boy*.

Rem. *Ai* in *ain*, *ais*, *ei* in *dein*, *oi* in *proin*, are to be separated.

3. THE SEMI-VOWELS.

J in *jacio*, like *y* in *year*.

V, like English *v*.

4. THE CONSONANTS.

A. GUTTURALS.

C like *k*; before *e*, *i* (*y*), like *ts*, as in *glacies*, *facis*, etc.

Qu, before *a* and *o*, like *k* followed by a mute *u* (in put); before *ae*, *e*, and *i*, like *k* followed by *v*.

G, always as in *good* and *get*. *H*, as in English.

B. LABIALS.

P, *B*, *F*, and *Ph*, as in English.

C. DENTALS.

T, as in English. *Ti*, when followed by another vowel, as in *natio*, like *ts*; except when preceded by *s*, *x*, or another *t*, as *tristior*, *mixtio*, *Bruttii*, in old infinitives in *ier*, as *nitier*, *quatier*, in Greek words such as *Miltiades*, *Boeotia*, *Aegyptii*, and at the beginning of words, as in *tiara*, in all which cases it is pronounced like *t*. *D*, as in English.

D. LIQUIDS.

L, *R*, *M*, *N*, and *NG*, as in English.

E. SIBILANTS.

S and *X*, as in English. *Z* like the Italian *z*, viz., *ts* or *ds*.

3. Scheme of Prof. Roby, of Cambridge, Eng. (1871): —

ā=a in father.
ē=e in pet (nearly).
ī=i in machine.
ō=Italian open o=o in home.
ū=oo in pool.
ȳ=ü in Müller.
ae=a in Bath (nearly).
oe, let the stress be on the *o* rather than the *e*.

ă=a in chatte (French).
ĕ=in pet or met, shortened.
ĭ=in pin (practically).
ŏ=Italian open o=o in dot.
ŭ=u in pull (nearly).
au=au in haus (German).

eu=eu in Europa.
ui=oui (French).
c=k in kitty.
j=y in year.
s=ss in hiss.
x=ks. Ti=te, always.
ei=ei in feint.
g=g in give.
r=r in ferry; always trilled.
bs=ps.

QU, as in English,=*queen*.

PH, CH, TH were not like English *f*, German *ch*, English *th*, but as *p*+*h*, *k*+*h*, *t*+*h*, sounds somewhat difficult to Englishmen, but often heard from Irishmen. (Roby's Grammar.)

4. The method as presented by Prof. W. G. Richardson, of Central University (1876): —

VOWELS.

Long and short vowels generally differ in quantity, not quality of sound.

ā is sounded like *a* in father. It has the rich Italian sound of that letter, as indicated in the dictionaries of Worcester and Webster. The sounds we hear in *fate* and *fat* are unknown in the Latin *a*; so also is that intermediate sound of which some otherwise good speakers are guilty in saying, or trying to say, "Our Father." ă has the sound of *a* in diadem.

Ĕ is French *ê*, which Surrenne properly represents as our *e* in met, very slightly prolonged. ē is same quality, differing only in quantity. It is French *e*, or *e* in met, still more prolonged than *e* in *tres*. Thus *fete*, as rapidly enunciated among the Parisians, is represented in the works of English lexicographers by

fatē. This is certainly a convenient approximate sound.

ī as *i* in machine; *ĭ* as *i* in purity. See *site* in Webster's Unabridged Dictionary.

ō as *o* in no. For *ŏ* Roby gives dot, not, omit.

ū like *oo* in moon; *ŭ* short like *u* in full.

Y intermediate between *i* and *u*. It is French *u* or German *ü* (Müller is nearer Miller than Muller.) For convenience' sake, then rank *y* with *i*.

A short vowel rendered long by position, as for instance, *ē* in *est* and *esse*, is still pronounced short.

Great care should be taken as to final short syllables; *e. g.*, "essĕ," "amatŭr," "amatŭs."

Distinguish "fructŭs" and "fructūs."

DIPHTHONGS.

In all these, each element is heard. Let the combination be rapid.

AE or *ai* like *ay* (yes). In rapid utterance, it is nearly our personal pronoun of the first person. *ī* is a compound sound made of *ah* and *ee*. See Walker's Dictionary.

au like *ow* in now. The analysis is *ah-ow*. The rapid combination is *ow* in now.

ei as in vein, slightly drawled, and not like the English *i* in time.

EU as *eh-oo*; many give the sound of *eu* in feud.

OE or *oi* like the *oi* in oil.

ui like French *oui;* very near our pronoun we.

The American Philological Association recommends the use of the Italian sounds of the vowels and diphthongs.

CONSONANTS.

d, *f*, *h*, *k*, *l*, *n*, *p*, *t*, as in English. So *b* like English *b*, except that *bs*=*ps*. Thus *urbs*, oorps.

C always hard, like English *k*. See Bullions' Latin Grammar, § 17, 4, note.

g always hard, as in give.

j like *j* in hallelujah; *i. e.*, like *y* in yet.

M at the end of words appears to have been scarcely audible. (Roby.)

nc is like *ngk*; as *ancora*, like anchor.

ng like *ngg*; as *frango*, like anger.

QU as in queen (Roby). But the combination *quu* was odious to the Roman eye and ear. For *quum* always write *cum*. Even *equus* and *loquuntur* may be barely tolerated, and were usually written *equos* or *ecus* and *locuntur*.

r always trilled, as in French.

s always hissing, as in this; never like *z*. Thus, *nos*, *tres*, *trans*. Every English compound with *trans* should have the hissing sound. See the English dictionaries, Worcester, Webster, and Smart.

ti with the pure sound of *t* always preserved. Thus, natio, *nah-te-o* and not *nā-she-o*, or *nah-she-o*. See Bullions' Latin Grammar, § 17, 4.

V is English *w*, or French *ou* in *oui*.

x is *ks*, never *gz*.

Z occurs only in words of Greek origin, and is pronounced like ζ. Dr. George Curtius, in the Elucidations of his Greek Grammar (translated by Evelyn Abbott, John Murray, London, p. 233, 12mo, $2), says: "*Z*, therefore, which is shown by prosody to be

a double consonant, must certainly be pronounced as *dz*, that is, *d* with a soft *s*."

ps preserves the sound of both its elements, as in *psallo*.

PH, TH, CH, Roby maintains, are not pronounced as in either English or in German, but as *p*+*h*, *t*+*h*, *c*+*h*, or the ordinary *p*, *t*, *c*, immediately followed by a rough breathing. So Curtius as to the Greek; see Elucidations, p. 7. Those who would be annoyed by so much that is foreign to the English will take comfort in Hadley's statement; see Grammar, § 17. "The letters *φ*, *θ*, *χ*, seem to have had at first the sounds of *ph*, *th*, *ch*, in English u*ph*ill, ho*th*ouse, block*h*ead. But afterward they came to sound as in English gra*ph*ic, pa*th*os, and German ma*ch*en, the last being a rough palatal sound, no longer heard in English." Many orthoepists set down *ch* as practically *k*.

In December, 1877, Prof. W. G. Richardson published what he is pleased to call "The International."

Vowels: *ā*, ah; *ă*, diadem; *ē*, fate; *ĕ*, valley; *ī*, machine; *ĭ*, purity; *ō*, note; *ŏ*, omit, many, nor; *ū*, moon; *ŭ*, full; *y*=French *u*, or German *ü* in Müller. Diphthongs: AE, ay (yes), nearly I; *au*, now; *ei*, vein (drawled); *eu*, feud; OE, oil; *ui*, we. Consonants: *d*, *f*, *h*, *k*, *l*, M, *n*, *p*, *t*, Z, as in English; so *b*, but bs=ps, *urbs*, oorps; *c*, *ch*, K; *g*, give; *j*, hallelujah; *nc*, *nq*, anchor; *ng*, anger; *ps*, both elements heard, psallo; QU, queen; *r*, trilled; *s*, this; *ti*, pure, nahte-o; V, W; *x*, ks; PH, f; TH, this. For details, see Report on Latin Pronunciation.

It is worth while to notice that this scheme, called "International," does not agree with that of J. G. Richardson, nor that of Tafel, nor that of Roby, nor

yet with that of the author of the "International" himself, who published the conspectus just given above in 1876.

As a general conclusion, it is perfectly obvious that what is called the Roman system is, after all, like the so-called Continental, only a general name for a group of different methods of pronouncing Latin; the difference lies in this, mainly, — that the so-called Continental system points to actual living schemes of pronunciation, while the so-called Roman system points only to various ideal and fanciful schemes.

WANT OF HARMONY AMONG THE ADVOCATES OF THE REFORMED MODE.

That the reformers do not agree among themselves on some very important points is universally conceded, and is a matter claiming at the hands of every inquirer the most serious thought. Prof. Twining ("Western," July–August, p. 417) uses this language: "That the advocates of the reformed pronunciation differ among themselves is of graver import, since if these differences are on vital points, as Prof Fisher claims, they not only discredit the evidence, but render impossible that uniformity of practice which it is one of the chief objects of the reform to secure." The consequence of a difference in vital points is well put by Prof. Twining. Let us examine some of these differences.

1. There is no harmony in their representation of the vowel sounds in general. Just here it should be carefully borne in mind that the reformers insist that their system is phonetic. Then "each elementary sound had its own unvarying sign, and each sign its own unvarying sound." This is, according to Prof.

March, the essential idea of a phonetic alphabet; this, then, is conceded to be our criterion of judgment. Haldeman, quoting with approval G. Walker, says: "Every letter retained an invariable sound." Quoting from Scheller, he says: "The sound of the long and short vowels, though *elementarily the same*, were always distinguished in length." (Haldeman's Latin Pronunciation, pp. 17, 19.) Allen and Greenough say, "By the Roman (or phonetic) method, *every letter has always the same sound.*" (Grammar, p. 7.) These are explicit statements of what is held by the new "Romans" throughout the world. The vowels did differ in *quantity*, they did not differ in *quality*.

Haldeman holds that: —

ā=a in arm.	ă=a in art.
ē=ey in they.	ĕ=ei in eight.
ī=i in marine.	ĭ=i in deceit.
ō=o in own.	ŏ=o in obey.
ū=oo in fool.	ŭ=u in full.

Here, in this ideal scheme, the phonetic theory is substantially carried out.

Compare with this Tafel's scheme, which is identical, at least professedly so, with that of Corssen.

ā=a in father.	ă=same sound shorter.
ē=a in fate.	ĕ=e in then.
ī=i in machine.	ĭ=i in sit.
ō=o in hole.	ŏ=o in nor.
ū=u in rude.	ŭ=u in put.

A glance at this ideal scheme will show that it is not consistent with the theory in the short sounds of *e*, *i*, *o*, and *u*. *E* in *then*, *i* in *sit*, *o* in *nor*, and *u* in *put* have

not the same sound as *a* in *fate*, *i* in *machine*, *o* in *hole*, and *u* in *rude*. These words, as the least practised ear can detect, differ not only in *quantity*, but radically in *quality*. A glance too reveals the obvious truth that Haldeman — and J. F. Richardson agrees with him — does not agree with Tafel and Corssen, in representing the short sounds of *o*, *i*, and *e*. Who does not see that *ei* in *eight*, *i* in *deceit*, and *o* in *obey*, are not the same as *e* in *then*, *i* in *sit*, and *o* in *nor?* If scholars on the side of the new pronunciation believe in the phonetic method and understand it alike, then failure to represent it harmoniously, even in their ideal schemes, is simply unpardonable. Roby tells us that *o* long=*o* in *home*, and *o* short=*o* in *dot*. Blair, that *o* long=*o* in *potent*, and *o* short=*o* in *potation*. Roby tells us that *e* long=*e* in *met*, lengthened, and that *e* short=*e* in *met*. Blair, that long *e*=*a* in *gate*, and short *e*=*a* in *aërial*.

We would fix emphatic attention on two things that are self-evident: 1. That these distinguished scholars do not agree with each other; 2. That their exhibition of their favorite pronunciation, as shown in many writers, is not consistent with their oft-repeated theory. Any one who has any doubts as to the correctness of the statements here made is earnestly requested and urged to examine the subject for himself.

Before leaving this general want of harmony in regard to vowel sounds, long and short, it is worth while to notice how the followers of the so-called Roman method exhibit to us the long sounds of the vowels.

Blair affirms that *e* long=*a* in *gate*.

Roby, that *e* long=*e* in *met*, lengthened.

W. G. Richardson, in the Report published by the Bureau of Education, says that *e* long= the French *e*,

or *e* in *met*, still more prolonged than *e* in *tres*. He speaks of *fate* as being "a convenient approximate sound." In his "International," published in December, 1877, he gives *e* long=*a* in *fate*. Now we confess our utter inability to understand how this able scholar, by the prolongation of the sound of *e* in *met*, to any extent, can reach as a result *a* in *fate*. Any one can test the matter by bringing to bear the organs of speech on the production of the two sounds. Before the speaker, when sounding *e* in *met*, can produce the sound of *a* in *fate*, he must stop and readjust the organs. The trial will make manifest the truth that there is not only a readjustment, but also a tension of the organs decidedly greater in sounding our genuine long *a*, which almost all the Romans make the representative of the long *e*, in their system. It is difficult to escape from the conclusion that Prof. Richardson's mind underwent a change between October, 1876, and December, 1877, not only in reference to the long *e*, but also in other particulars, as we may show hereafter.

But to descend more to particulars, take the diphthong Æ.

Roby says *œ*=*a* in *bat* (lengthened), or *bath*.
Blair says *œ*=*ai* in *lair*, or *a* in *late*.
Harkness says, *œ*=*aye*=English *i*.
Gildersleeve says, *œ*=*œ* in *Grœme*=*a* in *fame*.

That the vowel sounds as heard in *bat*, *late*, and *aye*=*i* long, are not the same, is simply beyond all controversy. We venture the assertion that no scholar, unless a foreigner, who looks at the case calmly, will risk his reputation as an orthoepist by affirming that these words do contain the same sound.

Prof. Twining ("Western," July–August, p. 418) attempts to relieve the want of harmony between Gildersleeve and Blair, by saying, "I suspect that Gildersleeve means the same thing by using *Græme;* ecrtainly, many of the Scotch pronounce this word as Grā'me." He refers to Blair's use of the word *lair*. Do *Græme* and *lair* contain the same sound? This might have been very easily and satisfactorily settled by a reference to Gildersleeve's Primer, page 6, where the author gives *æ=æ* in *Græme=a* in *fame*.

But why undertake to prove a want of harmony among those who insist on reform, when the fact is not only virtually but really confessed by some of the most enlightened defenders of the new system? For instance, the writer last quoted makes this admission: "Since phonetically, *e* lies between *a* and *i*, this difficulty seems to me to belong to the class of those to be settled by time, much in the same way as the dispute must be decided between English and American "*half*." Make a note of it that he confesses there is a *difficulty to be settled by time*. This is an ingenuous and truthful confession, and one that ought to be made by every Roman Latinist in America. There is no escaping it. Our point is made; there is a hopeless want of harmony upon the above issues which are vital to a phonetic system. The hope of a future harmony might be allowed were we dealing with an ideal case, but, unfortunately for the Romanists, our business in this discussion is with the past, to whose crystallized forms no additions of importance are likely to be made and from whose dead organisms the vocalization of living utterance has forever fled. The confusion of those ideal schemes leaves us in a state of bewilderment from which, it would

appear, nothing less than the resurrection of a Roman more perfectly representing the native language than even Cicero or Varro, if the Latin was settled in its phonetics, would be able to release us.

Again, Prof. Blair, on page 56 of his "Latin Pronunciation," takes issue with Prof. J. F. Richardson, as to the sound of *æ*.

He says: —

"In the face of these statements, and in spite of all the evidence of a changed orthography, Prof. Richardson ("Roman Orthoepy," N. Y., 1859) lays down the law, '*æ* (=*ai*) sounds like *ay*, the English adverb of affirmation.' Will he render Virgil's *Æœæ* after this fashion? (*vid.* Æneid, III. 386.) And with his *qu*=*k*, will he read, Infernike lacus *Ayayayk'* insula *Kirkay"?* The line referred to runs thus: "*Infernique lacus Æœæque insula Circœ.*" Richardson wrote in 1859; Blair, in 1873. The quotation given carries its own comment as to how far they agreed on the diphthong *æ*. We tender thanks to Prof. Blair for the statement which he has put in our possession. The advocates of reformed pronunciation, they themselves being the witnesses, do not agree. But enough on the diphthong *æ*.

When reduced to practice in the class-room, observe how these differences become painfully evident. For illustration, take the nominative plural of hora, *horæ:* —

Horæ=*hoe-ray.* Blair, Gildersleeve, and others.

Horæ=*hoe-rye.* Harkness, Richardson, and others.

Horæ=*hoe-rah.* *A*=*a* in *half*=*a* in father. Roby.

Prof. W. G. Richardson, in criticising the "Three Pronunciations of Latin," makes this significant admission: "*Æ* is rather bad, but by no means a Cannæ."

Coming from such a careful and accomplished scholar as he is, this means something.

* Blair gives *oe*=*o* in *world* or *i* in *whirl*.
† Gildersleeve, *oe*=*ae* in *Graeme*=*a* in *fame*.
‡ Harkness, *oe*=*oi* in *coin*=*oi* in *coil*.
§ Haldeman, *oe*=vowel sound in *showy;*
and says: "If *showy* and *clayey* were monosyllables they would contain the Latin OE and EI." Among others, he quotes these two lines from "Living Latin":

> "To these we add that English words like *showy*
> Contain the Portuguese and Latin OE."

Is the vowel sound in *world*, *fame*, *coil*, and *showy* the same? Surely not. The differences thrust themselves on even a casual observer. But what do the advocates of the new system say about this? Roby says, comparing the Latin and Greek *oe* and *oi*, "But the Latin sound is much more doubtful." ‖ Again, "The sound of *oe* is somewhat perplexing." ¶ He finally concludes that the stress should be laid on the *o* rather than on the *e*.** Peile says, "The nearest sound we have is perhaps that of 'boy.'" The word is *perhaps*.†† Prof. Twining is still more to the purpose when he uses this language: "I do not wish to underrate the differences in these two cases (*ae* and *oe*), especially as I have within a few years changed my own practice and accepted probably archaic, but distinctive sounds as having better claims in theory than the past

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* Blair's Latin Pronunciation, p. 127.
† Grammar. ‡ Ibid.
§ Affixes to ENGLISH WORDS, pp. 19, 20.
‖ Roby's Grammar, p. lxx.
¶ Ibid. ** Ibid.
†† Peile's Greek and Latin Etymology, p. 266.

classical corruptions, and as being preferable in practice to such intermediate sounds as English organs do not easily make."* Here the want of harmony insisted on, is confessed, and a change in practice is frankly admitted. How does Prof. W. G. Richardson meet the difficulty? Here is his answer: "*Oe* is not worth a pinch of Napoleon's snuff, especially since our revised orthography has expunged it from those oft-recurring words *coelum*, *poenitet*, *coena*, etc." Truly, this modern Alexander wields a Damascus blade in cutting his Gordian knots in the Latin pronunciation. If the reformers can only eliminate *oe* from the language, then truly this one difficulty has been removed. Will Mayor and Roby, Haldeman and Blair, and others, meet a difficulty in this way? We venture a decisive negative. But Prof. Richardson ("Courier Journal," April) says: "A brand-new type of philology has been let loose on this planet, a thing of life and joy forever." Yes, and an infinite pity it has been let loose at all, if it proposes to remove difficulties in the way indicated above. This accomplished linguist does not propose to settle all disputed questions in this manner. It may be, however, that this is a philological pleasantry. The truth of history entitles us to expect of antiquarians that the monuments of the past shall not be mutilated or transmuted so as to respond to modern notions, as thereby their actual value as teaching monuments is destroyed.

Schliemann does not venture to change the relics he finds in Hissarlik or Mycenæ, but simply reports them as they are, whether he understands them or not.

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* The Western, July-August, p. 418.

Were these diphthongs transmitted from the ancient Latin as unintelligible as the whorls Schliemann finds, as viewed in their relation to ancient Aryan customs, still historic piety must dictate their literal preservation.

The enigmas of the past are not to be trampled under our feet, nor rudely pushed aside, as we know not what revelations may ultimately be made to us through the very perplexities to which they give rise.

The difference in regard to *oe*, indicated above, will appear in pronouncing the word *coelum*.

Coelum=*kuy-loom* (*u*=vowel sound in *whirl*). Blair.

Coelum=*kay-loom* (*a*=*a* in *fate*). Gildersleeve.

Coelum=*koy-loom* (*oy*=*oi* in *coil*). Tafel, etc.

Coelum=*kowy-loom* (*owy*=*owy* in *showy*). Haldeman.

Again, notice the difference of opinion and usage in regard to the letter *v*. The question among the new "Romans" is whether *v* shall be pronounced like *w* or like the labio-dental *v*. Unquestionably the difference is a wide one, and rests mainly on diverse phonetic theories. The two parties among the Romanists, resting on diverse theories, have from the beginning held their ground so tenaciously as to render agreement simply impossible. Difference in theory, and also in usage, is confessed by all scholars throughout the world. Hence it seems wholly unnecessary to discuss this point at any length. Those wishing to examine the matter may refer to Roby's Grammar, Peile's Greek and Latin Etymology, and Prof. Twining's article in "The Western," already mentioned. A very brief examination will verify the remark of A. J. Ellis, in his work on "Early English Pronunciation": "The sound of *v* in ancient Latin is a matter of dispute."

Gildersleeve says the sound was nearer our *w* than *v*; and still more like *ou* in the French *oui* (we).

Blair gives as a result of his investigations, that *v* =English *v*, when it began a word or syllable; but after *s*, *g*, and *q*, and followed by a vowel, it had the sound of *w*, e. g.: —

Validus=*val-i-dus.*

Vulgus=*vul-gus.*

Servus=*ser-vus.* V=English *v.*

But suavis=*swa-vis.*

Lingua=*lin-gwa.*

Quamquam=*qwam-qwam.*

Roby gives *v* invariably the sound of *w.* He uses these words by way of illustration: —

Crevi=*kreh-wee=cray-wee.*

Jovis=*Yo-wees.*

Civitates=*kee-wee-tah-tace.*

Veni=*weh-nee=way-nee.*

Vidi=*wee-dee.*

Vice=*wee-kee.* (See *Blair's Pronunciation and Roby's Grammar.*)

v=English *v.* Tafel.

v=*w.* Bartholomew.

v=English *v.* J. F. Richardson.

v=*w.* W. G. Richardson.

Corssen seems inclined to the belief that *v* sometimes sounds like our *v.* (Roby, p. 42.) As might be expected, usage in the American schools lays no claim to uniformity.

But pause a moment. Some of the Continental nations cannot make the sound of *w* at all, hence if English and American scholars insist on sounding *v*=*w*, then the idea that the Reformed Pronunciation is to become

universal is worse than Utopian; ay, it is a physical impossibility over a large part of Continental Europe. If the enthusiastic reformers are right and have found and resurrected the real *Ancient Pronunciation*, is it not a pity that whole nations, some of them the most learned on earth, will never be able to use it? In French, Spanish, Portuguese and Italian, *v*=*v* in English. These languages look back to a common ancestor, the stately and imperial Latin, but they can never fully utilize the results of this "new philology that has been let loose" in the last twenty-five years.

This perilous condition of affairs is relieved by the proposition of A. J. Ellis (Academy, No. 19), who advises that English speakers of Latin should not pronounce *v* like *w*, *because it is needless to adopt a sound which Continental nations cannot produce.* Whatever their theories may be, though demonstrated, whatever their arguments may be, even if unanswerable, those who hold that *v*=*w*, must abandon their ground, sacrifice the results of laborious research, and adapt themselves to nature's order of things on the Continent. Thus only can uniformity be attained with the Romanic nations. Is it not a little strange that these nations have lost the power of uttering one of the sounds used by a common progenitor? Let it be remembered here, that those who urge that *v*=*w*, tell us that they are producing the sounds as they fell from the lips of Cicero, Virgil, and Horace.

To return to our proposition. At present, there is no harmony. If harmony is ever to be realized in the future, one party in this controversy over *v* must abandon their ground, whether right or wrong. As the case now stands, some phases of the discussion are not far

removed from the ludicrous. Either English and American scholars must abandon $v=w$, or the continental nations must learn to pronounce *w*.

There are other differences, not so striking it may be, but such as demand consideration on the part of those who have adopted the "Roman reform" and especially on the part of those whose faith, under the eloquent and daring intrepidity of the reformers, has been at all shaken as to the comparative fixedness and superiority of the English system.

M.

Lesuer and W. G. Richardson never suppress *m*, but insist on pronouncing it softly. Ellis and Haldeman, on the other hand, think it is on a par with the French nasals. Prof. Richardson says, "I don't wish to incorporate any more foreign elements into my system than the truth *demands*."

PH, TH, CH.

There are shades of difference very clearly marked in the sound of these letters, but it is not our purpose to pursue to any great extent these minor points. They make some revelations, however, stand out very prominently. One of these revelations is that each reformer seems to feel warranted in warping the New so-called System into harmony with his own peculiar views as to how it ought to be. Ever since Prof. Haldeman wrote his "Latin Pronunciation" in 1851, down to Prof. Twining's review in "The Western," in 1878, every Roman Latinist, who has written at any length on the subject, has felt impelled to make known his "individualisms," to make it clear that *he* has views of

his *own* in the matter of how the ancients pronounced Latin. They defer to no common standard. Every man is a "law unto himself." Any science taught in American institutions to-day, that was marred by so many "individualisms," would lose caste, and run the risk of being put at once in the "Index Expurgatorius." The whole case reminds one of the incisive sentence of Dr. Jex-Blake: "I think reformed Latin pronunciation is a mere waste of time, and if done on a fictitious professor-made plan, absurd." How far this remark applies to America, let every scholar determine by an appeal to facts. Some instructors in Latin take up the impression that because the so-called "Roman" mode is new, bold, and aggressive, numbering among its followers some linguists of very great ability, it must necessarily be founded on a rock. Not so.

What has been said is sufficient to show the perplexing diversity in both theory and practice among those favoring the Restored Method. Take in addition, however, another fact. In 1873 Prof. Haldeman read before the American Philological Association an article on "The Pronunciation of Latin as presented in Several Recent Grammars." Of Roby he says: —

"His adoption of *o aperto* interferes with the law of interchange with *u* (*oo*), and turns *oe* into '*oy*' of boy, instead of '*ōy*,' as in Portuguese *oito*, eight."

Further, "Bartholomew's Grammar is very near the Roman standard, but *cui* (coo-y) is compounded with qui (kwee), *oe* (ōy) is made *oi* of coil, the long and short *e* and *i* have different powers assigned them, and *z* is given as *ds*, or *sd*."

Of Blair he remarks: "The diphthongs *ae* and *oe* are made vowels, *eu* has the strange perversion of *ew* in

pew, and *ph*, etc., are made post-aspirates. The compositions with French and German sounds ars contradictory and unreliable."

All the scholars referred to in these quotations adopt the Latin method, as does also Prof. Haldeman. These criticisms, therefore, reveal the lack of uniformity already noticed.

Here Prof. Haldeman takes to task every grammarian or writer who for some years preceding 1873 had set forth in detail his views on Roman orthoepy, and, if he makes any point at all, shows that in some particular every one of them was wrong. Some réformers say that the differences noticed above are "insignificant."

Prof. Haldeman, the learned and accomplished pioneer of the new method in America, would never have consumed the time of such a body as the American Philological Association, by asking attention to mere shades of diversity that were "insignificant." The least that can be said is that there is no phonetic consistency among the scholars on the "Roman" side, and even if this argument could be established, no living man can show that their theoretical phonetics can trace their pedigree back through seventeen centuries, until the sounds now called "Latin" are in harmony with the realities of the ancient tongue.

This brings us face to face with rather a singular phenomenon in this discussion, and yet a phenomenon that has escaped many teachers not only on the side of reform, but also among those who hold to the English method. In "The Western" (page 417) is found this statement: "It may be observed, also, by way of general limitations, that the Roman system, as it is

now offered for acceptance, is not to be charged with all the diversities which appeared when the views of scholars were crude and tentative." Surely a *coup de grace* that, and from a Romanist too. Hear him further: "Ten years ago Prof. Thacher might call attention to the Tafel scheme of pronunciation, as compared with that of J. F. Richardson; it is rather late to reproduce the comparison to-day." Look at it. Richardson, wrote in 1859; Tafel, in 1860; their schemes played havoc with one another. But, says Prof. Twining, the system "as now offered for acceptance" is not to be charged with their "diversities," their views were "*crude*" and "*tentative*." "Tempora mutantur et in illis mutamur." This again is a confession of what we have in hand, — a notorious want of harmony. This is not all yet. W. G. Richardson, one of the best informed Roman Latinists in the world, in the spring of 1878, in a letter now in hand, uses these words: "J. F. Richardson's little book was the last ounce that broke the camel's back." He is speaking of his change from the English to the "Roman" method. He does not consider J. F. Richardson's work "crude" and "tentative." On the other hand, it was the very instrument used in his phonetic conversion; "it broke the camel's back." It is noteworthy here that two able advocates of the same mode put a totally different estimate on their pioneer writers. According to one, these writers are entitled to the highest consideration; the other would have us believe that their diversities are not to be charged home on the system as now offered. "Sub judice lis est."

In the light of the preceding facts, we can see how much credence is to be extended to an assertion often

used by the advocates of the new mode, viz., "That the Roman mode teaches us how to reproduce Cicero's sounds, and that German scholars have proved this." And this assumption comes too right in the face of conceded and obtrusive diversities, in the face of the admission that the phonetic method has been tentative and that time is necessary to entire harmony; and confronted on all sides by the well-established fact that all that the ablest reformers pretend to claim is that they are going on to perfection. Some in their ardor evidently undertake *quod ferre recusent humeri.*

The reply made to this want of agreement is ingenious but not tenable. The resurrectionists say it is like the sceptic's answer to the preacher, "You preachers agree among yourselves and then talk to us, etc."

This would come with some degree of force if the cases were parallel; but they are not. Evangelical ministers, the world over, agree in all fundamental points; but "Roman" Latinists do not, and for proof refer to the incontrovertible positions already laid down. Preachers, too, have a common and inspired standard: the radical reformers have no standard; each one estimates the probabilities for himself, and then tinges the system with his own personal views. These revolutionists must trace the phonetic pedigree of every letter through seventeen centuries, when none know better than the able scholars on that side that, if a grammarian seventeen centuries ago had made an avowed attempt to indicate to us in writing the difference between *th* in *this*, and *th* in *thick*, he would have undertaken what every orthoepist feels would have been an impossibility. Learning by imitation is one thing; by description is quite another thing. There is a wide differ-

ence between a preacher and a revolutionary reformer in Latin pronunciation.

THE OPINIONS OF THE ADVOCATES OF THE SO-CALLED ROMAN METHOD AS TO THEIR HAVING REACHED THE TRUTH.

Let us turn from argument and hear what the best informed and most distinguished devotees of the new system claim for it.

"The above scheme is not claimed to be the exact Roman orthoephy — the nature of the case must always preclude such absolute knowledge." — *Prof. Tracy Peck*, Cornell University.

"Its supporters do not claim perfection for it." — *Klapp*, in the Preface to his "Notes."

In speaking of the change in his own case from the English to the phonetic, Prof. W. G. Richardson says: "I naturally cast anchor in the Roman sea. Here I find the waters blue, the corals just as in the Bay of Naples, exceedingly beautiful, whilst there are here and there some sharp ledges of rock. 'Nihil est ab omni parte beatum.'" One of these ledges of rock is given above when he admits *ae* to be a bad case.

But let us translate his Latin. *Nothing is blessed or perfect on every side; i. e.*, there is no state or condition of life without its disadvantages, and this too even in the Roman sea!

"The following is a summary statement of the *probable* pronunciation of educated Romans in the period from Cicero to Quintilian, say 70 A. C. to 90 P. C." — *Roby*, p. lxxvii.

Prof. Twining admits that "the views of scholars were crude and tentative" ten years ago, and that there

are some things that can be settled only by time. — *The Western*, pp. 417, 418.

"The existing materials on Latin pronunciation are sufficiently explicit to teach it better than French can be taught by books alone without the aid of oral instruction." — *Haldeman's Latin Pronunciation*, p. 6.

It is a fact known universally among French scholars that a man who learns French from books alone cannot lay claim to even the lowest respectability in the use of the language. Such a point needs no discussion. Prof. Haldeman's assertion, admitted in its widest extent, proves nothing at all to his purpose. If the followers of the new mode approximate the ancient Romans no nearer than an American, with books alone, can approximate the Parisian French, then the whole attempt at reform ought to be abandoned as an unqualified failure.

Mr. Tetlow, in the "New England Journal of Education" for Dec. 26, gives an admirable illustration of learning a language from books alone. He says: "Permit me, in this connection, to quote a passage from Hamerton's "Intellectual Life." The author is speaking of a Frenchman who had studied English from books alone. He says: —

"'Most of our great authors were known to him, even down to the close, critical comparison of different readings. Aided by the most powerful memory I ever knew, he had amassed such stores that the acquisitions, even of cultivated Englishmen, would in many cases have appeared inconsiderable beside them. But he could not write or speak English in a manner tolerable to an Englishman; and although he knew nearly all the words in the language, it was dictionary knowledge, and so different from an Englishman's apprehen-

sion of the same words that it was only a sort of pseudo-English that he knew, and not our living tongue. His appreciation of our authors, especially of our poets, differed so widely from English criticism and English feeling, that it was evident he did not understand them as we understand them. Two things especially proved this: he frequently mistook declamatory versification of the most mediocre quality for poetry of an elevated order; whilst, on the other hand, his ear failed to perceive the music of the musical poets, as Byron and Tennyson. How *could* he hear their music, he to whom our English sounds were all unknown? Here, for example, is the way he read *Claribel.*'

"I take the liberty of reading the correct form, line by line, with the distorted, lest in the travesty you fai to recognize the original.

"At eve the beetle boometh
Athwart the thicket lone:
At ev ze bittle bommess
Azvart ze zeeket lon:

"At noon the wild bee hummeth
About the mossed headstone:
At none ze vecld bee ommess
Aboot ze most edston:

"At midnight the moon cometh
And looketh down alone.
At meedneeg ze mon commess
An lokez dovn alon.

"Her song the lintwhite swelleth,
Ere songg ze lintveet svelless,

"The clear-voiced mavis dwelleth,
Ze clirvoiced mavi dvelless,

"The fledgling throstle lispeth,
Ze fledgling srost lispess,

"The slumbrous wave outwelleth,
Ze slombroos vav ootvelless,

"The babbling runnel crispeth,
Ze babblang ronnel creespess,

"The hollow grot replieth,
Ze olloo grot replee-ess,

"Where Claribel low lieth.
Vere Claribel lovlee-ess."

These articles of Mr. Tetlow have been written within two months past; they present the new system in its most plausible phase and furnish us, in the quotations made, an answer to Prof. Haldeman's plea for the new system, that leaves nothing to be desired in addition. A Frenchman can't learn English from books, *and especially* its phonetics; an American can't learn French from books; and no man living can learn the phonetics of the ancient Latin from books. If not from books, where is he to go? Let some New "Roman" tell us.

Take one more illustration. Prof. W. G. Richardson, under date of May 3, in the "Columbia Statesman," says: "Prof. Leonard must anglicize his speech to com-ment vowss por-tez vowss. . . . I have a literary friend who actually pronounces thus. He learned 'French without a master.' Fortunately he is very deaf and knows little of the effect of his peculiar phonetics." The reformers are thoroughly sound when they handle any other language than the Latin. The two illustrations just made exhibit vividly how near we can approach the phonetics of a language from books alone.

Let any one calmly read the quotations above given from Roman Latinists and he will be made to feel that they do not claim to stand on a satisfactory or firm foundation; that not one of them holds that the system, in its entirety, rests on an adequately ascertained basis; that they admit virtually and really that, while some things are regarded as fixed, others are doubtful, and still others are perplexing and destitute of proper proof. These admissions, made either directly or indirectly, correspond in the main to the positions before enunciated in this discussion.

The reply may be made that while grammarians differ, the universities and colleges adopting the "Roman" are nearly uniform in class-room. Unfortunately, however, the want of harmony in actual practice is even more glaring than on the printed page, for many of those who have introduced the system seem to feel at liberty, in the exercise of an eclecticism peculiar to this subject, to accept a part of the theory, or reject a part, just as each one's own judgment may dictate. In the University of Kentucky, as we learn by a letter dated Dec. 27, 1878, *ae* and *oe* are sounded like *a* in *fate;* while at Princeton, N. J., *ae* is pronounced like *aye*= English long *i*, and *oe* is pronounced as *oi* in *coil*. The same is true of *v* and other letters already noticed. What Prof. Mayor, of Oxford, England, says of his country in speaking of the new system, is emphatically true in America, viz.: "In practice there is great diversity."

"Grammatici certant at adhuc sub judice lis est."

In an able address by Prof. McAnally, of the Department of English Literature, Missouri University, occur the following passages in reference to the muta-

tions constantly going on in language. His remarks are very suggestive as to the German, which is claimed to be a phonetic language : —

"The truth is that nothing is slower, more insidious, or more unnoticed in its action than the change that is constantly going on in language. One generation of men passes away, another generation comes, and each man believes with all the earnestness of conviction that he speaks the language of his fathers, when in truth he does nothing of the kind. He does not even speak the language of his youth, much less that of his father's youth, for in his own mouth and without his knowledge the change is being effected. The pronunciation of words is being constantly, but slowly changed. No one now says 'greet' for great, yet less than a hundred years ago it was so pronounced.

"Illustrations of the fact that linguistic changes of a more general character have taken place in the past are furnished by several historical facts. The most curious of these was probably the 'Refugee French.' After the revocation of the Edict of Nantes, large numbers of Huguenots fled from France, and taking refuge in the cities of Holland and England, formed colonies, the members of which associated solely with each other, and carried on by means of agents the purchase of material, and sale of the products they manufactured. They thus, in many cases, almost isolated themselves from their surroundings, but persisted in speaking the French language.

"This state of things continued for three or four generations, when it was discovered that, while the French language at home had undergone material changes, the French of these refugees had remained *in statu quo*, with

the exception of an occasional and accidental foreign word; in other words, its growth had ceased, while the growth of the language at home had continued, and when some of these refugee people went home a century later, their pronunciation and grammatical constructions were as antiquated as would be for us the English of Ben Jonson.

"Another fair illustration is furnished by the history of a party of Germans from a minor State in the Empire, who settled in a mountain valley of Pennsylvania, before the American Revolution, and during the French revolutionary wars remained isolated from Europe. So remarkable was the result of this isolation that many years ago when Prince Bernhard, Saxe Weimar, while on a tour through this country, visited the settlement, he found German still spoken, but a similar phenomenon was noticed as in the case of the refugee French. The German they spoke was that of a previous age."

Our having the anatomy of a language does not put us in possession of its physiology. We may have the sign, but not know what it signified.

CHAPTER V.

USAGE IN AMERICA.

THREE years ago the Bureau of Education, at Washington City, made inquiries to ascertain the usage of American universities and colleges. Two hundred and thirty-seven institutions responded. The results of the correspondence were tabulated by Prof. Richardson, of Central University, Kentucky. The work was completed in October, 1876: —

Universities and Colleges.

I. LATIN OR ROMAN.

NAME.	PLACE.
Howard College	Marion, Ala.
St. John's College of Arkansas	Little Rock, Ark.
University of California	Oakland, Cal.
Columbian University	Washington, D. C.
University of Georgia	Athens, Ga.
Abingdon College	Abingdon, Ill.
Illinois Wesleyan University	Bloomington, Ill.
Monmouth College	Monmouth, Ill.
Northwestern College	Naperville, Ill.
Indiana University	Bloomington, Ind.
Indiana Asbury University	Greencastle, Ind.
Northwestern Christian University	Irvington, Ind.
Moore's Hill College	Moore's Hill, Ind.
Ridgeville College	Ridgeville, Ind.
Upper Iowa University	Fayette, Iowa.
Humboldt College	Humboldt, Iowa.
Cornell College	Mt. Vernon, Iowa.
Oskaloosa College	Oskaloosa, Iowa.
University of Kansas	Lawrence, Kan.
Centre College	Danville, Ky.
Kentucky Military Institute	Farmdale, Ky.
Kentucky University	Lexington, Ky.
Kentucky Wesleyan University	Millersburg, Ky.
Central University	Richmond, Ky.

NAME.	PLACE.
Bethel College	Russellville, Ky.
Louisiana State University	Baton Rouge, La.
Western Maryland College	Westminster, Md.
Boston University, College of Liberal Arts	Boston, Mass.
University of Michigan	Ann Arbor, Mich.
Kalamazoo College	Kalamazoo, Mich.
University of Mississippi	Oxford, Miss.
University of the State of Missouri	Columbia, Mo.
Central College	Fayette, Mo.
Rutgers College	New Brunswick, N. J.
College of New Jersey	Princeton, N. J.
Cornell University	Ithaca, N. Y.
Columbia College	New York, N. Y.
University of the City of New York	New York, N. Y.
University of Rochester	Rochester, N. Y.
Union College	Schenectady, N. Y.
Trinity College	Trinity, N. C.
Wake Forest College	Wake Forest, N. C.
Ohio University	Athens, Ohio.
Baldwin University	Berea, Ohio.
University of Cincinnati	Cincinnati, Ohio.
Ohio Wesleyan University	Delaware, Ohio.
Hiram College	Hiram, Ohio.
Willoughby College	Willoughby, Ohio.
Wilmington College	Wilmington, Ohio.
Antioch College	Yellow Springs, Ohio.
Corvallis College	Corvallis, Oreg.
Pacific University and Tualatin Academy	Forest Grove, Oreg.
Pennsylvania Military Academy	Chester, Pa.
Haverford College	Haverford, Pa.
University at Lewisburg	Lewisburg, Pa.
Mercersburg College	Mercersburg, Pa.
Westminster College	New Wilmington, Pa.
Swarthmore College	Swarthmore, Pa.
Newberry College	Walhalla, S. C.
Southwestern Presbyterian University	Clarksville, Tenn.
University of Deseret	Salt Lake City, Utah.
Middlebury College	Middlebury, Vt.
Randolph Macon College	Ashland, Va.
Emory and Henry College	Emory, Va.
Hampden Sidney College	Hampden Sidney, Va.
Washington and Lee University	Lexington, Va.
University of Virginia	University of Virgina, Va.
College of William and Mary	Williamsburg, Va.
Bethany College	Bethany, W. Va.
Galesville University	Galesville, Wis.
University of Wisconsin	Madison, Wis.
Racine College	Racine, Wis.

II. CONTINENTAL.

NAME.	PLACE.
Missionary College of St. Augustine	Benicia, Cal.
St. Vincent's College	Los Angeles, Cal.
St. Mary's College	San Francisco, Cal.
Santa Clara College	Santa Clara, Cal.
Colorado College	Colorado Springs, Colo.
Georgetown College	Georgetown, D. C.
Howard University	Washington, D. C.
Bowdoin College	Bowdon, Ga.
St. Ignatius College	Chicago, Ill.
University of Chicago	Chicago, Ill.
Eureka College	Eureka, Ill.
Wartburg Seminary	Mendota, Ill.
St. Joseph's College	Teutopolis, Ill.
Bedford College	Bedford, Ind.
Concordia College	Fort Wayne, Ind.
Hanover College	Hanover, Ind.
Union Christian College	Merom, Ind.
University of Notre Dame du Lac	Notre Dame, Ind.
St. Meinrad's College	St. Meinrad, Ind.
St. Bonaventure's College	Terra Haute, Ind.
Norwegian Luther College	Decorah, Iowa.
Iowa Wesleyan University	Mt. Pleasant, Iowa.
Western College	Western College, Iowa.
Eminence College	Eminence, Ky.
St. Mary's College	St. Mary's Ky.
St. Charles College	Grand Coteau, La.
Jefferson College (St. Mary's)	St. James, La.
Bates College	Lewiston, Me.
Albion College	Albion, Mich.
Hope College	Holland City, Mich.
Shaw University	Holly Springs, Miss.
Christian University	Canton, Mo.
St. Vincent's College	Cape Girardeau, Mo.
Lincoln College	Greenwood, Mo.
Christian Brothers' College	St. Louis, Mo.
St. Louis University	St. Louis, Mo.
University of Nebraska	Lincoln, Neb.
St. Bonaventure's College	Allegany, N. Y.
Wells College	Aurora, N. Y.
St. Joseph's College	Buffalo, N. Y.
Hobart College	Geneva, N. Y.
Vassar College	Poughkeepsie, N. Y.
Rutherford College	Happy Home, N. C.
North Carolina College	Mt. Pleasant, N. C.

NAME.	PLACE.
Mt. St. Mary's Seminary of the West	Cincinnati, Ohio.
Ohio Central College	Iberia, Ohio.
Mt. Union College	Mt. Union, Ohio.
Franklin College	New Athens, Ohio.
New Market College	New Market, Ohio.
Richmond College	Richmond, Ohio.
Heidelberg College	Tiffin, Ohio.
Urbana University	Urbana, Ohio.
Geneva College	West Geneva, Ohio.
University of Wooster	Wooster, Ohio.
Xenia College	Xenia, Ohio.
Willamette University	Salem, Ore.
Lincoln University	Chester County, Pa.
Franklin and Marshall College	Lancaster, Pa.
St. Vincent's College	Near Latrobe, Pa.
Allegheny College	Meadville, Pa.
Furman University	Greenville, S. C.
East Tennessee Wesleyan University	Athens, Tenn.
Beech Grove College	Beech Grove, Tenn.
Christian Brothers' College	Memphis, Tenn.
Mosheim Male and Female Institute	Mosheim, Tenn.
Central Tennessee College	Nashville, Tenn.
Texas Military Institute	Austin, Tex.
University of St. Mary	Galveston, Tex.
Austin College	Huntsville, Tex.
Marvin College	Waxahachie, Tex.
Roanoke College	Salem, Va.
West Virginia College	Flemington, W. Va.
West Virginia University	Morgantown, W Va.
St. John's College	Prairie du Chien, Wis.
Northwestern University	Watertown, Wis.

III. ENGLISH.

Cane Hill College	Boonsboro', Ark.
University of the Pacific	Santa Clara, Cal.
Pacific Methodist College	Santa Rosa, Cal.
California College	Vacaville, Cal.
Trinity College	Hartford, Conn.
Wesleyan University	Middletown, Conn.
Delaware College	Newark, Del.
Atlanta University	Atlanta, Ga.
Blackburn University	Carlinville, Ill.
Carthage College	Carthage, Ill.
Northwestern University	Evanston, Ill.
Knox College	Galesburg, Ill.
Lombard University	Galesburg, Ill.

NAME.	PLACE.
Illinois College	Jacksonville, Ill.
Lincoln University	Lincoln, Ill.
Shurtleff College	Upper Alton, Ill.
Westfield College	Westfield, Ill.
Wheaton College	Wheaton, Ill.
Wabash College	Crawfordsville, Ind.
Fort Wayne College	Fort Wayne, Ind.
Franklin College	Franklin, Ind.
Hartsville University	Hartsville, Ind.
Smithson College	Logansport, Ind.
Earlham College	Richmond, Ind.
University of Des Moines	Des Moines, Iowa.
Iowa College	Grinnell, Iowa.
Simpson Centenary College	Indianola, Iowa.
Iowa State University	Iowa City, Iowa.
Penn College	Oskaloosa, Iowa.
Central University of Iowa	Pella, Iowa.
Tabor College	Tabor, Iowa.
Lane University	Lecompton, Kan.
Georgetown College	Georgetown, Ky.
Concord College	New Liberty, Ky.
Leland University	New Orleans, La.
New Orleans University	New Orleans, La.
Straight University	New Orleans, La.
Bowdoin College	Brunswick, Me.
Colby University	Waterville, Me.
Washington College	Chestertown, Md.
Amherst College	Amherst, Mass.
Tufts College	College Hill, Mass.
Williams College	Williamstown, Mass.
Adrian College	Adrian, Mich.
Olivet College	Olivet, Mich.
University of Minnesota	Minneapolis, Minn.
Carleton College	Northfield, Minn.
Westminster College	Fulton, Mo.
Hannibal College	Hannibal, Mo.
Thayer College	Kidder, Mo.
Washington University	St. Louis, Mo.
Drury College	Springfield, Mo.
Doane College	Crete, Neb.
Dartmouth College	Hanover, N. H.
St. Stephen's College	Annandale, N. Y.
Brooklyn Collegiate and Polytechnic Institute	Brooklyn, N. Y.
St. Lawrence University	Canton, N. Y.
Elmira Female College	Elmira, N. Y.
Madison University	Hamilton, N. Y.
Ingham University	LeRoy, N. Y.

NAME.	PLACE.
Syracuse University	Syracuse, N. Y.
Kenyon College	Gambier, Ohio.
Denison University	Granville, Ohio.
Western Reserve College	Hudson, Ohio.
Marietta College	Marietta, Ohio.
Oberlin College	Oberlin, Ohio.
Otterbein University	Westerville, Ohio.
Philomath College	Philomath, Ore.
Muhlenburg College	Allentown, Pa.
Lebanon Valley College	Annville, Pa.
Lafayette College	Easton, Pa.
Pennsylvania College	Gettysburg, Pa.
Western University of Pennsylvania	Pittsburg, Pa.
College of Charleston	Charleston, S. C.
University of South Carolina	Columbia, S. C.
Wofford College	Spartanburg, S. C.
East Tennessee University	Knoxville, Tenn.
Cumberland University	Lebanon, Tenn.
Maryville College	Maryville, Tenn.
University of the South	Sewanee, Tenn.
Southwestern University	Georgetown, Tex.
Henderson Male and Female College	Henderson, Tex.
Baylor University	Independence, Tex.
Waco University	Waco, Tex.
University of Vermont and State Agricultural College	Burlington, Vt.
Norwich University	Northfield, Vt.
Lawrence University	Appleton, Wis.
Beloit College	Beloit, Wis.
Milton College	Milton, Wis.
Ripon College	Ripon, Wis.

Preparatory Schools.

I. LATIN OR ROMAN.

Oakland High School	Oakland, Cal.
Franciscan College	Santa Barbara, Cal.
Friends' Elementary and High School	Baltimore, Md.
Chauncy Hall School	Boston, Mass.
Private Classical School (J. P. Hopkinson)	Boston, Mass.
Public Latin School	Boston, Mass.
Day and Family School for young men (Joshua Kendall)	Cambridge, Mass.
High School	Cambridge, Mass.
High School	Concord, Mass.

NAME.	PLACE.
Williston Seminary	East Hampton, Mass.
Mr. Knapp's Home School for Boys	Plymouth, Mass.
St. Paul's School	Concord, N. H.
Stevens High School	Hoboken, N. J.
Claverack Academy and Hudson River Institute	Claverack, N. Y.
Colgate Academy	Hamilton, N. Y.
Cook Academy	Havana, N. Y.
Ithaca High School	Ithaca, N. Y.
Mr. Kinne's School	Ithaca, N. Y.
Kingston Academy	Kingston, N. Y.
Park Institute	Rye, N. Y.
Union Classical Institute	Schenectady, N. Y.
De Veaux College	Suspension Bridge, N. Y.
Rev. M. R. Hooper's Academy for Boys	Yonkers, N. Y.
The Brooks School	Cleveland, Ohio.
Milwaukee Academy	Milwaukee, Wis.

II. CONTINENTAL.

Oak Mound School for Boys	Napa, Cal.
California Military Academy	Oakland, Cal.
Jarvis Hall	Golden, Colo.
Hopkins Grammar School	New Haven, Conn.
Norwich Free Academy	Norwich, Conn.
Allen's Academy	Chicago, Ill.
Preparatory department of Griswold College	Davenport, Iowa.
English and Classical School for Boys (Wm. N. Eayrs, A. B.)	Boston, Mass.
Greylock Institute	South Williamstown, Mass.
West Newton English and Classical School	West Newton, Mass.
Austin Academy	Centre Strafford, N. H.
Princeton College Preparatory School	Princeton, N. J.
Charlier Institute	New York, N. Y.
Columbia Grammar School	New York, N. Y.
Dabney University School	New York, N. Y.
Preparatory Scientific School (Alfred Colin, M. E.)	New York, N. Y.
University Grammar School	New York, N. Y.
St. John's School	Sing Sing, N. Y.
Chickering Institute	Cincinnati, Ohio.
Milnor Hall (Kenyon College Grammar School)	Gambier, Ohio.
Germantown Preparatory School	Germantown, Pa.
Cumberland Valley Institute	Mechanicsburg, Pa.
Fewsmith's Classical and Mathematical School	Philadelphia, Pa.
Collegiate Institute	York, Pa.

NAME.	PLACE.
Kenmore University High School	Amherst C. H., Va.
Bellevue High School	Bellevue, Va.
Norwood High School	Norwood, Va.
Hanover Academy	Taylorsville, Va.

III. ENGLISH.

Talladega College	Talladega, Ala.
Hartford Public High School	Hartford, Conn.
Connecticut Literary Institution	Suffield, Conn.
Woodstock Academy	Woodstock, Conn.
South Georgia Male Institute	Dawson, Ga.
Burlington Collegiate Institute	Burlington, Iowa.
Edward Little High School	Auburn, Me.
Nichols Latin School	Lewiston, Me.
Maine Central Institute	Pittsfield, Me.
Franklin Family School	Topsham, Me.
Waterville Classical Institute	Waterville, Me.
Lebanon Academy	West Lebanon, Me.
Rockville Academy	Rockville, Md.
Phillips Academy	Andover, Mass.
Private Classical School (G. W. C. Noble, A. M.)	Boston, Mass.
Monson Academy	Monson, Mass.
Worcester Academy	Worcester, Mass.
Phillips Exeter Academy	Exeter, N. H.
Kimball Union Academy	Meriden, N. H.
New London Literary and Scientific Institution	New London, N. H.
Peddie Institute	Hightstown, N. J.
Cazenovia Seminary	Cazenovia, N. Y.
Fort Edward Collegiate Institute	Fort Edward, N. Y.
Chambersburg Academy	Chambersburg, Pa.
Easton Classical and Mathematical School	Easton, Pa.
Wyoming Seminary	Kingston, Pa.
Select High School (George Eastburn, A. M.)	Philadelphia, Pa.
Rogers High School	Newport, R. I.
Lapham Institute	North Scituate, R. I
English and Classical School (William A. Mowry, A. M., and Charles B. Goff, A.M.)	Providence, R. I.
University Grammar School	Providence, R. I.
Claflin University	Orangeburg C. H., S. C.
Burr and Burton Seminary	Manchester, Vt.
Wayland University	Beaver Dam, Wis.

SUMMARY.

	Colleges.	Preparatory Schools.
NEW ENGLAND STATES.		
English	10	21
Continental	1	6
Latin or Roman	2	9
MIDDLE STATES.		
English	13	7
Continental	9	11
Latin or Roman	13	11
SOUTHERN STATES.		
English	19	4
Continental	23	4
Latin or Roman	24	1
WESTERN STATES.		
English	44	2
Continental	37	5
Latin or Roman	29	2
PACIFIC STATES.		
English	4	
Continental	5	2
Latin or Roman	4	2

The word "Latin" is used of course in the sense of the word "Roman." Of the two hundred and thirty-seven, 90 used the English, 75 the Continental, and 72 the "Roman"; *i. e.*, 37 per cent use the English, 32 per cent the Continental, and 31 per cent the "Roman" Of the preparatory schools reporting, eighty-seven in number, 34 use the English, 28 the Continental, 25 the "Roman."

(Report of the Bureau of Education, pp. 481–497.)

Prof. Richardson has executed his task in a most scholarly manner. His work was attended with difficulties which none but an orthoepist can appreciate.

It is but just to say that the report made by the Bureau of Education is only approximately true. The compiler seems to have anticipated this when he says: "As all Latinists are not necessarily orthoepists, and as the terms used are not always well defined, I fear I have made some errors in classification." For instance, Prof. Johnson, of the University of the City of New York, under date of Jan. 22, 1879, says: "You will rightly infer from the above, that I do not regard the university as fairly belonging to the class of colleges in which the Roman method is adopted." In the same letter Prof. Johnson states that he gives Prof. Lane's rules for the pronunciation of Latin to the Senior Class while reading Lucretius, and that "the whole matter is one of curiosity rather." Some institutions, since the report was made, have either returned to the English method, or adopted it for the first time. The Missouri University has adopted the English within the past two years. The prediction is made that other changes will take place in some of the schools which now employ the new method, which has made many conquests in the last ten years, chiefly because of the following reasons: 1. Its name, *the Latin or Roman Method;* 2. Its high pretensions as producing Latin sounds as they came from the lips of Cicero; 3. The aggressiveness of its advocates, coupled often with their celebrity as scholars; 4. The impression sought to be made by its friends, that its use was a kind of synonyme for progress and "advanced scholarship"; 5. The continuous repetition of the assertion that the new pronunciation has been adopted in the universities and great schools of England and Germany, — an assertion utterly without foundation, as will be seen by a

reference to the chapter on usage in England, an assertion, too, that no Roman Latinist in America can risk his reputation in making again ; 6. The fact that English Latinists, feeling generally secure in their position, have not taken the pains to examine and publish the truth that the new system is largely theoretical, that the defenders do not harmonize in theory and in practice, and that the attempt to introduce it into some of the schools of England has proved a signal failure. As to Germany, the defenders of the innovation are challenged to name a single university or gymnasium where the system is adopted in its entirety. Everywhere in Germany where Corssen's method has been introduced, it has taken, like the chameleon, its coloring from its surroundings. It is hoped that for the sake of the profound scholarship on the " Roman " side, some celebrated school may be named somewhere within the pale of Christendom which does adopt in practice the whole theoretical system called the " Latin." The conviction is daily becoming more deeply fixed that the progress of the new mode will be checked in America just as rapidly as the crucial test shall be applied to its real merits, just as rapidly as its revolutionary and ruinous effects upon our mother tongue can be appreciated by American scholars and teachers. This is established, too, by the very large number of letters received from friends of the old and settled English pronunciation since the publication of the pamphlet on the Three Pronunciations of Latin one year ago. The so-called Roman system is not now making conquests, and the assertion that its use means " progress and advanced scholarship " has lost its power.

A letter from Prof. Thacher, of the Latin Department of Yale College, dated Dec. 28, 1877, says : —

"I am more convinced than ever, if possible, that the attempt to introduce the so-called Roman method of Latin pronunciation will prove a failure."

Prof. Thacher made a thorough investigation of the new system as early as 1861. His opinion remains unchanged.

The oldest academy of its kind in America is Phillips Academy, at Andover, Mass. This venerable and justly celebrated school held its centennial celebration in June, 1878, when fifteen hundred of its sons returned to its sacred halls to renew the hallowed associations of one hundred years. Such an assembly of distinguished men have rarely come together in the history of any school in the world. That academy has prepared more young men for college than any other in our country, and for an entire century has taught the English pronunciation of Latin. The same system is used there to-day. What academy in New England, or out of it, can point to such a roll of illustrious names? C. F. P. Bancroft, Ph. D., the present principal, a most able scholar and teacher, still clings to a pronunciation that has yielded such magnificent results in profound scholarship for generations past. His letter is of interest to teachers.

PHILLIPS ACADEMY,
ANDOVER, MASS., Jan. 27, 1879.

PROF. M. M. FISHER:

My dear Sir, — We have not found it necessary to change from the English pronunciation of Latin in preparing pupils for college, as many respectable colleges adhere to the old way, and some of those which "adopted" the new have used several methods, under

various instructors, during the four years' course. For most pupils the end proposed in studying Latin is not orthoepy nor orthography, and philological skill is not dependent on the accidents of utterance.

Yours very truly,

CECIL F. P. BANCROFT,
Principal.

Among those using the English are : —

Trinity College, Conn.	Northwestern University, Ind.
Wabash College, Ind.	Iowa State University.
Bowdoin College, Me.	Amherst College, Mass.
Williams College, Mass.	University of Minnesota.
Washington University, Mo.	Dartmouth College, N. H.
Madison University, N Y.	Syracuse University, N. Y.
Marietta College, Ohio.	Lafayette College, Pa.
University of South Carolina	University of East Tennessee.
University of Missouri.	University of Vermont.

Prominent among the preparatory schools adopting the English are Phillips Exeter Academy, N. H., and University Grammar School, Providence, R. I.

The Continental is found in : —

Hanover College, Ind.	University of Nebraska.
Vassar College, N. Y.	University of Chicago.
Roanoke College, Va.	Wooster University, Ohio.

And in all Catholic institutions.

The Roman is used in : —

Harvard University, Mass.	University of Kentucky.
University of California,	University of Michigan.
Princeton College, N. J.	Rochester University, N. Y.
Central College, Mo.	

And many others.

At this time, usage is about equally divided among the three in this country.

The usage of other institutions may be seen by referring to the tables above given. Prof. Caskie Harrison, of the University of the South, says: —

"I still believe the *English* position to be the only tenable one."

The attention of American teachers and scholars is earnestly asked to the next chapter, which sets forth usage in England, as shown by letters just received (March, 1879).

CHAPTER VI.

USAGE IN ENGLAND.

USAGE in the great schools of England has a special interest for all English-speaking Latinists. E. R. Humphreys, LL. D., formerly of Cambridge University, England, is at this time teaching in Boston, preparing students for Harvard, Boston, and other universities. Within two years past, Dr. Humphreys wrote letters to the leading educators of England, Italy, and other European countries, asking information as to the mode followed in their schools, and the result was a large collection of letters. Seven of these were published in the "New England Journal of Education" for April 19, 1877. Two of these letters are given here, one from Oxford and the other from the celebrated Rugby School.

From the REV. MANDELL CREIGHTON, A. M., *recently for several years Dean and Tutor of Merton College, Oxford, now Vicar of Embleton, England.*

EMBLETON VICARAGE, May 16, 1876.

My dear Dr. Humphreys, — I may at once say that the new system of the pronunciation of Latin does not prevail at all at Oxford, *i. e.*, is in no way publicly recognized, nor is it used by many, if indeed by any, of the tutors. It has, I believe, made more way at Cambridge. One or two of the public schools have

taken it up, but as a rule, the old system prevails unchanged.

The opinions of the professors are merely their personal opinions, without any official validity. So far as the new system prevails anywhere in England, it prevails merely from the conviction of the individual teacher, who adopts it himself, and so encourages or trains his pupils to adopt it also.

Really there are two distinct currents of opinion, — one in favor of a Continental pronunciation, instead of an insular one; another in favor of reproducing the Latin pronunciation, according to Corssen's rules.

Of those who have changed the old pronunciation, some wish only to do the first, others, the second of these things. Consequently, even amongst those who have changed, there is a great divergence of opinion; but the great mass of teachers have not changed at all.

I am, dear Dr. Humphreys, yours very truly,

M. CREIGHTON.

E. R. HUMPHREYS, ESQ., LL. D., *Boston, U. S. A.*

From the REV. T. W. JEX-BLAKE, D. D., *Head Master of Rugby School, England.*

SCHOOLHOUSE, RUGBY, May 26, 1876.

My dear Sir, — I think "reformed Latin pronunciation" is mere waste of time, and, if done on a fictitious professor-made plan, absurd. The only reasonable reform would be to take the existing Italian pronunciation, where you have a living natural guide.

But *cui bono* "Reform"? Not for any practical end; for any intelligent man, who is driven to use

Latin as a medium of conversation with Continental scholars, can adopt their pronunciation in five minutes.

I have had to talk Latin with patois-speaking curés in the Alps, whose French was not French, and whose German was not German, and could do it at once. In Norway, I was for days on a steamer with a Norwegian bishop, and all our talk was in Latin, on his method of pronunciation, and we talked for hours, and have since corresponded in Latin.

Leave pronunciation as it is, would be my advice, and spend your time in clearer teaching of the idioms and syntax of the flexible, terse old language, and in a higher treatment of its literary wealth.

The "*curiosa felicitas*" of Horace does not depend on pronunciation, and Virgil will not become "*numerosior*" when you made *au=ou*.

Yours sincerely,

T. W. Jex-Blake.

To E. R. Humphreys, Esq.

From another of these letters, written by Prof. Palmer, of the University of Oxford, we learn that in 1874, in response to a request made by "head masters" of schools, Prof. Munro, of Cambridge, and Prof. Palmer, of Oxford, drew up a "Syllabus of Pronunciation." This was not a university document. The syllabus contained the Roman method. Prof. Palmer himself, in speaking of it, May, 1876, says: —

"I am not aware that individual professors, tutors, or lecturers venture upon it in dealing with their classes; nor have I heard that Cambridge has been more enterprising. I regard our syllabus as having fallen stillborn."

Some of the English scholars, however, cherish the

hope that the reformed method may yet be more prevalent in England. Dr. Humphreys, a pupil of Dr. Donaldson, author of "Varronianus" and "New Cratylus," says: —

"But in Great Britain, the letters read to you are amply sufficient to show that there is no probability of the adoption of the new system, to any material extent, for a very long period of time, if ever."

From letters dated within the present year, I learn that the English system, which still unshaken maintains its place, has prevailed at Oxford and Cambridge for "nearly three hundred years." Up to that time the Continental was in use. As far as there is any desire to change manifested, some prefer to adopt the Continental, and others the new method, after Corssen's rules, whose great work appeared in 1858–9. The facts cited set English usage definitely at rest. The English system prevails, and is likely to prevail so long as the English language is spoken by English-speaking people.

The condition of things in England two years ago is distinctly indicated by these letters. Special care has been taken to learn the status of Latin pronunciation as late as January, 1879. Several letters were written two months since to some of the ablest scholars and teachers in the universities and great schools of England. Answers have been received, with permission to use them as we saw fit.

MERCHANT TAYLORS' SCHOOL,
LONDON, Jan. 8, 1879.

My dear Sir, — In reply to your letter of the 24th ult., I beg to inform you that at Merchant Taylors', the English method of pronunciation of Latin is still main-

tained. Some time ago I tried for a short time to introduce a reform, but the experiment was neither popular nor successful, and as I found that there was no general acceptance of the reformed method, and especially as it seemed to meet with very little support at the universities, I went back to the old-fashioned English pronunciation. Up to the present time nothing has occurred to induce me to repeat the experiment.

I am, my dear sir, faithfully,

WILLIAM BAKER.

PROFESSOR FISHER.

HARROW, Jan. 8, 1879.

My dear Sir, — In reply to your letter, I have to say that we still retain the old English pronunciation of Latin, though I make a point of keeping my own form, the highest in the school, acquainted with the laws of pronunciation laid down a few years back by Profs. Munro and Palmer. Among the leading schools, which have, I believe, adopted the new method, are Marlborough College, Liverpool College, and the City of London School. The masters of those schools respectively are, the Rev. G. C. Bell, the Rev. George Butler (my elder brother), and the Rev. Dr. Abbott.

I am, my dear sir,

Faithfully yours,

H. MONTAGU BUTLER.

PROFESSOR FISHER.

ST. PETER'S COLLEGE,
WESTMINSTER, Jan. 8, 1879.

Dear Sir, — The attempt to reform the English pronunciation of Latin at Westminster has been but partially successful. The Senior Class read (in class)

using the Italian vowels, and the hard *c* and *g*. The *w* sound for *v*, though I am convinced it is right, leads to such ludicrous results to an English ear, that I reject it in practice. Nor can I exact any but the old pronunciation in "repetition" lessons. The Junior forms do not even attempt the innovation. The indolence of our boys has won the day, as it has at other schools. In some, no doubt, the change has been more or less successfully made, but we found the waste of time involved in correcting mispronunciation to be fatal. It is hard enough to teach the various subjects required, within the hours that are available, and if the Latin hours are to be spent in mere vocal exercise, the language can never be learnt in the time, nor the author studied.

The change has little value for mere boys; it is when they come to comparative philology, and to tracing the development of the same root in kindred tongues, that the new pronunciation is seen to bear fruit. But of this boys cannot easily be convinced; and accordingly they did not care for a change that seemed to them merely troublesome. If the pronunciation could be taught in childhood, the difficulty may disappear; but of this as yet no great prospect is visible, in England, at least.

At the universities of Oxford and Cambridge, the new method seems to have taken root.

Believe me, my dear sir,

Very faithfully yours,

CHARLES B. SCOTT,
Head Master.

PROFESSOR M. M. FISHER, ETC., ETC.,
University of Missouri.

SHREWSBURY SCHOOL, Jan. 13, 1879.

Dear Sir, — The reformed method of Latin pronunciation has been introduced into this school to only a limited extent. In the sixth — our highest form — the boys are required to conform to the rules drawn up by the Latin professors in the universities of Oxford and Cambridge, in saying their repetition lessons. With this exception, Latin is pronounced here in the manner which has so long been usual in English schools. I believe that head masters generally in this country, although there was some hesitation for a time, have now acquiesced in the continuance of the established method of pronouncing Latin. For my own part I should have been glad to comply strictly with the rules drawn up by the professors of Latin, if other head masters would have agreed to make the change, and if tutors and lecturers at Oxford and Cambridge had not adhered to the received method. In a matter of this kind, uniformity of practice is obviously desirable.

Believe me, dear sir,

Yours very faithfully,

H. W. Moss.

To the Professor of Latin in the University of Missouri.

P. S. You may make any use of this letter that you think fit.

OXFORD, ENGLAND, Sept. 3, 1878.

Dear Sir, — I am ashamed to see that your letter of the 25th of June, in this year, has been so long neglected. I have really nothing to add to my letter of 1876. The subject of Latin pronunciation has attracted little attention in England during the two past years.

The old, or English method still reigns unquestioned at the universities, nor am I aware that the schools have shown any increased disposition to attempt its reformation. I consider our enterprise a *coup manqué*. . . .

I am, dear sir, yours very faithfully,

EDWIN PALMER,

Ex-professor of Latin in the University of Oxford.

M. M. FISHER, ESQ.

No summary of these letters could possibly give any additional interest in the eyes of American scholars. The simple fact that they are of recent date, and penned by some of the ablest scholars and teachers of England, will secure for them a most careful perusal. These points, however, may be noted: 1. That the English mode "reigns unquestioned at the universities." This is the testimony of Prof. Palmer, one of the authors of the "syllabus." 2. That while there was some hesitation for a time, head masters generally continue the old method. 3. Some schools have tried to introduce the new system and have failed. 4. Other schools have found a waste of time involved in using the reformed mode so great as to prove fatal to success.

The following, from the principal of Eton College, Windsor, dated Feb. 8, 1879, contains information and arguments of the highest value to all English-speaking people: —

ETON COLLEGE, WINDSOR, Feb. 8, 1879.

Dear Sir, — We have made no change in the pronunciation of Latin in Eton. A movement was set on foot a few years ago for bringing in a new system of pronunciation; and the Latin professors at Oxford and Cambridge drew up a syllabus, based on the best

knowledge of the day. This attempt to revert to the old pronunciation of their language in its best days has a great interest doubtless for scholars, but its use in the practical teachings of the language to boys is by no means evident; and though for a time it found some favor, I think it is on the decline in England. It seems open to these objections: —

First, That our knowledge is far too meagre to enable us really to recover the old pronunciation of Latin as it existed (say) in the time of Cicero.

Second, That there seems to be but little hope of inducing other nations to adopt any such scheme as that proposed by the two professors.

Third, That the introduction of a new pronunciation would add to the difficulties of the early stages in teaching Latin.

Fourth, That there would be something painfully incongruous in attempting the pronunciation of Latin without altering that of Greek; and there seems to be almost insuperable difficulties in adopting the modern Greek pronunciation in English schools.

Fifth, That though in following the general practice of foreign nations, which is to pronounce these dead languages according to the laws of their own living tongue, we in England are doubtless further from the true pronunciation than the Italians, or even the Germans (not to mention others), no practical inconvenience seems to result from this, except the difficulty of speaking intelligibly to a foreigner in Latin, — a difficulty which is not often felt, and which would not be obviated or greatly diminished by adopting the new pronunciation. I cannot help also feeling that there is a sort of pedantry in having one pronunciation of such

names as Cicero or Virgil for a school lesson, and another for the intercourse of ordinary life; and I doubt whether the new system would ever take root in general society. I believe that on the whole the more thoughtful and liberal-minded men at Oxford, to speak of my own university which I know best, are not favorable to the abandonment of our present system.

Believe me, dear sir, very truly ever,

J. I. HORNBY.

PROFESSOR M. M. FISHER,
University of Missouri, Columbia, United States.

This letter mentions the decline of the new system in England, and the writer indicates the belief that "the more thoughtful and liberal-minded men at Oxford" do not favor giving up the English.

As to the condition of things in Italy, the following letters from the presidents of the University at Rome and the College of the Propaganda, to Dr. Humphreys, of Boston, will be amply sufficient: —

From the Most REV. GUSTAVUS CONRADO, *Rettore di Propaganda, Collegio Urbano, Roma.*

COLLEGE OF PROPAGANDA,
ROME, June 1, 1876.

Sir, — Your letter of May 14th came to hand a few days ago, but I was unable to answer it sooner, as my occupations are numerous, and leave me but little spare time.

It is, however, with the greatest pleasure that I seize every opportunity of contributing to further the study of the Latin language, which owes so much to the Catholic Church.

We pronounce here the combinations *ae* and *oe* precisely in the same way, giving them always the sound of *a* in the English word *mate*. This supposes them to be combined, as otherwise each letter receives its full sound. (For example the word *aër*.) The combination *au* is so pronounced as to give their native value to each of the concurring vowels, but with a slight stress on the *a*. The result is a sound almost the same as that given to the *ow* in the English word *how*. The letter *j* has always the sound of *y* in the English word *yes*. The letter *c* is pronounced in the same way as in Italian. Before the combinations *ae* and *œ*, it retains the sound it has before *i* and *e*. Also the letter *g* is pronounced here as it is in Italian. Before the combination *œ*, which is not found in Italian, it retains the softer sound, which it has before *e* and *i*. The letter *v* is pronounced invariably as it is in Italian. The words, then, which you mentioned as examples (*vincit*, *Cicero*, *gengiva*) are pronounced, as far as the letters agree, like the Italian words *vinciti*, *Cicerone*, and *gengiva*.

I remain, sir, your obedient servant,

GUSTAVUS CONRADO.

E. R. HUMPHREYS, ESQ., LL. D.

From the Rector of the Roman University.

R. UNIVERSITA DI ROMA, IL RETTORE,
ROME, June 7, 1876.

Sir, — As I see by your letter, there is no need of giving you information as to the way, in general, Latin and Greek are pronounced, I limit my explanation to the way in which we pronounce Latin in our Italian schools, and particularly the letters and combinations alluded to in your letter.

Generally, the Italian pronunciation holds good also for Latin; *ae* and *oe* are pronounced as *a* in *fate; au* as in German, *c* in *Cic ro* and *vincit*, as the English *ch* in *choose; g* as in *g ntleman*, *German*.

I shall be most happy to give you any further information you may require.

Yours, very obediently,

PIETTO BLAURNA.

The strictest adherence to the analogy of the Italian is carefully observed.

IRELAND.

ONE of the leading institutions of Ireland is Trinity College, Dublin. Rev. M. D. Hoge, D. D., of Richmond, Va., one of the most eloquent and scholarly men in America, in the "Central Presbyterian" of Oct. 2, 1878, gives an account of a visit made by him to Dublin during the sessions of the British Association in that city. In speaking of the grand ceremony of conferring Trinity College honorary degrees upon some of the distinguished members of the Association, Dr. Hoge says: —

"Among the candidates were Sir John Lubbock, F. R. S.; Sir Joseph Dalton Hooker, President of the Royal Society (who accompanied Sir James Ross in his visit to the Antarctic regions in 1839); Prof. William Henry Flower, Hunterian Professor of Comparative Anatomy in the Royal College of Surgeons, in London; Sir Charles Thompson, Regius Professor of Natural History in the University of Edinburgh; and the famous Thomas Henry Huxley.

"Each of the twelve candidates was introduced in turn, and his name proposed to the society for the

highest distinction of Trinity College, that of Doctor of Laws, *honoris causa*. When Prof. Huxley's name was proposed there was one negative vote, the rest being elected unanimously.

"In conferring the degrees a different address was made by Dr. Webb (Queen's counsel) to each candidate in Latin. They were all brief. I will give you two samples, The address to Prof. Janssen, of Paris, was this: —

"'Praehonorabilis Pro-Vice-Cancellarie totaque Universitas:

"'Praesento vobis virum illustrem Petrum Julium Cæsarem Janssen, insignem apud Parisienses Professorem. Hic rerum terrenarum augusto in limite aestuans Solis contemplator exstitit, et

"'extra
Processit longe flammantia maeni mundi.'

"And to Prof. Huxley as follows: —

"'Praehonorabilis Pro-Vice-Cancellarie totaque Universitas: —

"'Praesento vobis Thomam Henricum Huxley — hominem vere physicum — hominem facundum, festivum, et venustum — hominum nihil (modo philosophia sua lucem praeferat) reformidantem — ne hercule illud quidem Emranum,

"'*Simia quam similis turpissima bestia nobis!*'

"But one thing in these ceremonies especially arrested my attention. Trinity College, as you know, stands high among European institutions of learning, and no doubt keeps step with others in the "advanced" scholarship of the age; and yet, in all these Latin addresses and the Latin form used by the Vice-Chan-

cellor in conferring the degrees, the old English pronunciation was uniformly used. I think this fact will be interesting to some of my friends who read this letter."

The close of the preceding extract gives us intimations of Dr. Hoge's well-known preference for "the old English pronunciation."

CHAPTER VII.

THE ENGLISH SYSTEM.

Special Reasons in Favor of its Use. — Before giving these reasons, it is not inappropriate to call attention to the circumstances which, in part, at least, led to the preparation of the present work. In Missouri University there are seventeen associated schools.

I. THE ACADEMIC SCHOOLS.

A. SCIENCE.

I.	1.	Physics.
II.	2.	Chemistry.
III.	3.	Natural History — *a*, Mineralogy; *b*, Botany; *c*, Zoölogy; *d*, Geology and Physical Geography.
IV.	4.	Mathematics — Astronomy.
V.	5.	Metaphysics.

B. LANGUAGE.

VI.	1.	English.
VII.	2.	Modern Continental (German, French, Spanish).
VIII.	3.	Latin.
IX.	4.	Greek.
X.	5.	Shemitic.

II. THE PROFESSIONAL SCHOOLS.

XI.	1.	Agriculture.
XII.	2.	Pedagogics.

XIII.	3.	Law.
XIV.	4.	Medicine.
XV.	5.	Mining and Metallurgy.
XVI.	6.	Civil Engineering.
XVII.	7.	Art.

Many of these schools come into immediate and vital contact with the Latin. This is especially true of the sciences, pedagogics, agriculture, law, and medicine; in fact, this remark may be applied to all the professional schools. The hope is entertained that service may be rendered not only the students in language, but those also in law, medicine, zoölogy, botany, mineralogy, and the sciences generally, in which Latin terms are so abundantly used. It is true that in many of our law and medical schools, even the oldest and most celebrated, there is no fixed and uniform pronunciation by any method. The pronunciation in the same sentence is sometimes by one mode, then by another, and then perhaps by neither.

Ten years ago I entered upon an investigation of the so-called Roman method with a view to substituting it for the English, if the new system should be found to rest on a basis of truth. This examination has continued until the present, using all the helps that have come from the pens of able scholars both in Europe and America; the conclusion reached in these pages, therefore, is the result of careful reading and study, and the preference given to the settled English pronunciation is the one that has been forced upon me by the stubborn facts on both sides of the question.

Let it be clearly understood that no one claims that the English method is the true *ancient pronunciation of*

the Latin language, though it has been used for three hundred years in England. Let it be admitted that the so-called Roman system, as advocated by Corssen and Roby, sandy as its basis is, at least in vital parts is theoretically correct. Let its claims, based largely on probabilities, all be conceded; still, admitting the correctness of a theory and reducing that theory to practice are radically and vitally different. My position is, therefore, most unhesitatingly taken that for English-speaking people the English pronunciation is the best. Some of the reasons will be briefly stated:—

1. The last edition of Webster's Dictionary claims 120,000 words. Of these, according to the highest authority, only about 23,000 are of Anglo-Saxon origin. De Vere (page 43) says that the English is the only European idiom that so combines the classic and Gothic elements as to make the Gothic the basis and the Latin the superstructure.

According to Prof. Whitney, in his "Life and Growth of Language,"* nearly five sevenths of the words contained in our large dictionaries are of classical derivation and only about two sevenths native Germanic. Far the greater part are from the Latin. The same author says that our scientific and philosophical vocabulary comes mainly from the Latin.

The number of words derived from the Greek is considerable, especially in scientific use, but far less than from the Latin. Take some of the richest Latin prefixes found in our language. With *co* or *con* as a prefix, we have 5,600 words; *in* or *im*, 2,900; *re*, 2,200; *di* or *dis*, 1,800; *ad*, 1,600; *de*, 1,600; *sub*, 700; *pre*,

* Whitney's Life and Growth of Language, pp. 89, 117.

700; *pro*, 600; *per*, 350. From the single root *fac* we have about 604 derivatives, according to Prof. Haldeman. (See his "Affixes," pp. 14–16.)

The author last quoted is of the opinion that there are not three hundred roots in any language. ("Affixes," p. 13.) In view of the fact that such a vast majority of our words are from the Latin, either mediately or immediately, in view of the fact that of these three hundred stems very many are from the same classic tongue, we are vitally interested in recognizing the prefixes and stems which make our English what it is. It matters not whether the English system of pronouncing Latin has been used one hundred years, three hundred years, or one thousand years: what we are concerned with is that the English language as it is now stands has been founded on the old-fashioned pronunciation of Latin. This is indisputably true. Philologic and antiquarian research is one thing; the progress of a language, like that of nations, is quite a different thing.

For centuries the Latin has been making its rich contributions to our noble English. These additions to our language are being made to-day, as they will be made in the future, and that from necessity. One thing of inestimable value to every student is a thorough knowledge of his mother tongue, — a matter sadly neglected in many of our colleges and universities.

The question for English-speaking people to settle is as to which pronunciation leads most directly to a vigorous and thorough use of our mother tongue. We answer unhesitatingly, the English. Let us have one thing at a time. The bearing of the new pronunciation on comparative philology will receive due attention

hereafter. Now we are concerned with the vernacular. Prof. Haldeman says, "Sounds and not letters furnish the material for etymology."* This is true, and we wish no better basis for our present argument. The English method assists the student, even in his early Latin course, in his etymology; and the derivation of words, in a multitude of instances, becomes manifest from the very pronunciation itself. Take the word *circumjacent*, for example, from *circumjaceo*. Pronouncing this word by the English method, *sur-cum-ja-se-o*, at once reveals to the pupil the origin of *circumjacent*. The likeness is clear even to a child.

But pronounce the same word by the Roman system, and *circumjaceo* becomes *keer-koom-yah-ke-o!* The connection can be seen only by advanced scholars, and is very likely not seen then. Take the words *rupture*, *rustic*, *social*, *rumination*, from *ruptum*, *rusticus*, *socius*, and *ruminatio*. When these Latin words are pronounced by the English mode the origin of the word, is clear; but let the Latin be pronounced *roop-toom*, *roos-tee-coos*, *so-kee-ooss*, and *roo-mee-nah-tee-o*, and the origin is obscured by foreign sounds. Try *vicinity*, *vital*, *citation*, *equation*, *civil*, and *equity*. from *vicinitas*, *vitalis*, *citatio*, *aequatio*, *civilis*, and *aequitas*. The English mode reveals the truth, for "sounds furnish the material for etymology." Apply the so-called Roman and say *wee-kee-nee-tahs*, *wee-tah-leess*, *kee-ta-tee-o*, *aye-kah-tee-o*, *kee-wee-leess*, and *aye-kee-tahs*, and English etymology is offered a sacrifice to a revolutionary innovation. Again, look at the common verbal stems *jac*, *val*, *dic*, *duc*, *pel*, and so on through the list. Whenever these stems occur in our language, the English

* Affixes, p. 17.

system of pronouncing Latin gives a clew to both the origin and meaning of the words, as, for example, *ejaculatory*, *valid*, *diction*, *induction*, *compel*. It does not require an advanced scholar to verify and apply the statements just made. The most diligent scholar of any age who has not made the trial, will be surprised to find in how many of our words these Latin verbal stems form the permanent home of the idea.

The student of Latin can easily be induced to form the habit, from the very start, of tracing up the derivation of words, and the habit thus formed may be of incalculable benefit in other directions. On the other hand, the Roman method confuses the student in both derivation and signification, or so entirely conceals them, that the beneficial results to genuine English scholarship are almost totally sacrificed. Loyalty to what some are pleased to call the "demonstrated rights of the Latin" may be a good thing, but loyalty to a masterly understanding of our own tongue is a far better. The Roman mode abandons one of the strongest incentives that can be brought to bear in the classroom, — that of enabling the pupil to see and hear at once and easily the intimate relation between the Latin and the English.

The English pronunciation has all the culture of any system, and superadds immense advantages in English etymology. In a certain sense, England is now master of the world, and in one hundred years the English language will, in all probability, be the ruling language of the earth. Robinson's University Algebra is said to be used now in the University of Japan, and also in the Sandwich Islands. The present and the probable unfolding of the future make loyalty to

the masterly understanding of our etymology a duty incumbent on every one who regards the rights of his "mother tongue."

"But," replies Prof. W. G. Richardson, "the eye has quite as much to do as the ear, perhaps more." He virtually admits that the phonetic method of pronouncing Latin is a barren fig-tree in etymology, when the sound is considered, but the *eye*, he thinks, may relieve the case and make his new mode tolerable. From what source do young people learn most of language in pronunciation, if not also in meaning? We might answer, By the ear. But in the present case we answer, that in the use of the English pronunciation in its relation to our etymology, the ear is wholly on our side and the eye is as much on our side as on his; nay, more, for the hard pronunciation of the Latin makes a chasm between what the ear hears and what the eye sees on the printed page.

Prof. Tetlow, coming to the aid of his able friend, says, "This appeal to the eye, moreover, is quite sufficient to render obvious the derivation." ('New England Journal," Nov. 29.) He is writing of the derivation of English words. Very well. The eye *is sufficient* to the task, and if all American and English boys were comparative philologists, there might be force in the argument of Mr. Tetlow. The question is not, what *is sufficient* to show the derivation of English words? but, what system of Latin pronunciation is of most value in English etymology, what system shows the derivation most naturally, easily, and universally? Asking such a question is at once an emphatic answer in behalf of the system that "reigns unquestioned" at Oxford and Cambridge, England.

Against the argument now under discussion in behalf of the English system, Mr. Tetlow urges: —

"*Secondly*, etymologies of this kind are so obvious, from the twofold identity of form and sound, that they are wholly devoid of interest. They require so little ingenuity on the part of the student, as to be valueless for purposes of philological training. They do not discipline the mind to the quick recognition of kinship in words that have undergone changes of form. What school-boy, for example, does not find his curiosity more stimulated in tracing the connection between the Latin *digitus* and the French *doigt*, than in tracing the derivation from the Latin *digitus* of the English *digit;* or in *detecting* the affinity of *frigidus* with *froid*, than in having *thrust* at him the relationship between *frigidus* and *frigid?* The kind of etymological training that this argument would recommend is wholly distinct from that which enables the pupil to appreciate the relationship of such forms as the Greek *οἶνος*, the Latin *vinum*, the English *wine*, and the French *vin*."

This quotation brings to the surface the constantly recurring fact, that the reformers forever, in the defence of their theory, turn to comparative philology. Well they may, for the "Roman" side, if it has any virtue at all, can lay no claim to assistance in English etymologies. They tell us that "this training is wholly distinct from that which enables the pupil to appreciate the relationship of such forms as the Greek *οἶνος*, the Latin *vinum*, the English *wine*, and the French *vin*." Indeed it is different, and the difference is founded largely in the plain home-truth that to see the relation readily between our own words and the parent Latin is of first and vital importance. Telling a class that com-

parative philology is valuable and interesting does not prove that a thorough and intelligent knowledge of their own etymology is not valuable and interesting. With most students, their own tongue is infinitely the most important.

"But, *thirdly*, not only is the kind of etymological discipline, which Prof. Fisher so highly commends, uninteresting in its processes and barren in its results, but it is not seldom positively misleading. It has begotten in the past a tendency to build fanciful and false etymologies on mere superficial resemblances, and has caused works that were once thought to be sacred and permanent repositories of philological truth, to be looked upon as whited sepulchres in which philological error lies buried. These are no longer welcomed as trusted guides in classical study; they are now rejected as dangerous companions."

Here the author last quoted urges that using that system of pronouncing Latin which makes the derivation of our words most obvious is "uninteresting and barren in its results." This assertion from an English-speaking scholar is surely both ill-omened and startling. He seems to think that English etymology as touching the classic Latin is so easy as to require no skill for such a barren and uninteresting field of inquiry.

"English is not a language which teaches itself by mere unreflecting usage. It can only be mastered, in all its wealth, in all its power, by conscious, persistent labor; and therefore, when all the world is awaking to the value of general philological science, it would ill become us to be slow in recognizing the special importance of our own tongue." — *Marsh's Lectures of English Language*, 1860.

If the kind of etymological study now under discussion is barren and uninteresting, why should Prof. Marsh say that the wealth and power of the English is not to be mastered without "conscious and persistent labor"? Mastering English etymology is one of the most difficult duties before the American student and scholar. For instance, *faction*, *fiction*, *efface*, *imperfect*, *defective*, *officer*, *efficacious*, *beneficial*, *counterfeit*, *profit*, *indefeasible*, on the authority of Prof. Haldeman, are all built on the root *fac*. Is this easily seen by a novice in Latin? Can it be easily seen by our Latin instructors? Do such results flash out by intuition? How many teachers, even in our best schools, have ever known them?

So far is the etymological study we recommend from being "barren and uninteresting," that we may safely affirm that not one hundred scholars in America can lay claim to anything like superior excellence in English etymology. This statement will force itself on every one who cares to examine Haldeman's "Etymology," and his "Affixes to English Words." Instead of being too easy, tracing our words back correctly often escapes the occupant of the professor's chair; instead of being uninteresting, it can be made thrillingly interesting, and that, too, to the highest classes in American colleges and universities; instead of being barren, it brings the richest offering that can be laid on the altar of genuine scholarship.

The truth is that the argument we have set forth as the first one in defence of the English system has never been answered in either England or America, and that for the simple reason that it cannot be answered. We might rest the case with this argument; but there are others.

2. Accuracy in pronouncing English. — One of the signs of the times that bodes evil and only evil, is the notorious truth that impatient haste is the bane of real genuine scholarship in America to-day. English scholarship, true, old-fashioned, accurate knowledge of our English, is in many sections below par, and in no place does it receive merited attention. This comes not only from haste, but the multiplicity of studies, wrong methods, and last but not least, the tremendous foreign element in our midst, especially from the Continental nations. Many educated men think it a sign of culture to give a Continental twang to their words. Thus, some say in pronouncing *quinine*, *kee-neen'*, instead of following the only authorities, *Webster* and *Worcester*, and saying *quī-nine*, the *i* having in both syllables the long English sound, not the long Continental. The school-boy who is taught the English pronunciation correctly, learns the power of the letters, in general, particularly the sound of the vowels and the division of words into syllables, and more particularly still, the sound of the vowels in all the relations which they may sustain to the consonants. The Roman Latinists tell us to send the boys to the primary school, where they have such superior apparatus for imparting such knowledge. We value these schools as highly as any one, but candor compels the expression of what every skilful teacher knows to be true, namely, that no child in a primary school will ever become thoroughly conversant with the power of the English alphabet.

The ablest scholars of the day find it necessary to study their *letters*. Let the boy or girl learn all that boys and girls can learn in a primary school, and then,

under an able teacher, who understands the English pronunciation of Latin, as he ought, let them study the grand old language of Cicero, and we shall have scholars who know how to use their own wonderful language. Every lesson the student learns has a reflex influence on his English. In the so-called Latin mode, every lesson, every sound, every association leads away from the vernacular. In a case of this kind the crucible is the place to test the matter, and the crucible in this instance is the experience of our ablest and most successful teachers in the class-room.

Here we are glad to have at hand a letter from the accomplished scholar and veteran educator, Prof. F. T. Kemper, of Boonville, Mo. This letter has such direct bearing upon the English method of pronouncing Latin for accuracy of English scholarship, as to make any additional remarks unnecessary under this head.

"I could, under no circumstances, be induced to abandon our accurate and thorough drill in the English pronunciation of the Latin language, though we teach and value highly the Roman method also. No other exercise so fixes the attention of young and thoughtless minds, and secures such accuracy of mental habits. A few pages of the Latin Reader, analyzed by the rules for pronunciation, secures the mastery of the subject; and then the rules come into use not only throughout school and college life, but in almost every casual conversation. Why, for example, the first *a* in *Saracen* and *sardonyx* are pronounced so differently, or the second *a* in *Samaria* and *Samaritan*, are but specimens of what is always needed, and what our public speakers often do not know."

Prof. Kemper's school has been in existence for

nearly forty years, and is, in the West, what Phillips Academy is in New England. More accurate training is not found in America. The experience of this able teacher corresponds with that of Arnold, of Rugby, and of the accomplished Jex-Blake, who now fills Arnold's place. Accuracy in English is in value above rubies, and is seldom attained. Many who have taught the English method have evidently never mastered the subject. For example, a writer in the "New England Journal of Education," for Dec. 26, 1878, uses this sentence: "Again, diphthongs are long in quantity, but the genitive of Cæsar we call Caĕsaris (Sēzaris)." He gives the *s* the *z* sound in an oblique case. Does it not have the hissing sound in the oblique cases? Do not the authorities say so? So we think. How many teachers can give the reason why *a* in *Saracen* and *sardonyx* are not alike? How many can tell why *a* in *Samaria* differs from *a* in *Samaritan?* Such examples are of constant recurrence, and while the student learns carefully the English mode, he at the same time learns the more elegant way to pronounce his own language. Mark you, the English system, at the same time the class learns to pronounce Latin, gives as a necessary consequence the most valuable aid in etymology, and also in English orthoepy. Hence the English method economizes time, while the so-called Roman mode kills the time, sacrifices the etymology, and completely revolutionizes the orthoepy.

We hear frequently from our best educated public speakers and from many a teacher's desk mistakes which a rigid drilling in the use of the English pronunciation would have prevented. Thus derivation, meaning, and pronunciation favor decidedly the system that has been employed in England since the reign of Elizabeth.

3. Latin and Greek Proper Names. — Of these there are not less than fourteen thousand found in our large dictionaries. These names are pronounced, not after the Continental method, much less after the doubtfully resurrected method; but in all cases after the Walkerian or English system. This is a consideration of vast importance. A class taught the "hard" or Roman mode of pronunciation will, in multitudes of instances, call these names wrong. This is daily obvious to any instructor who uses the Latin method, more especially, if he thinks it worth while to conform to standard authority. The English pronunciation brings with it convenience, consistency, and accuracy in proper names. The student does not need to pronounce Cæsar, Kī-sar, when he reads the text and Se-zar when he translates.

It should be borne in mind, too, that several thousand classical words have been omitted in the most recent editions of our great dictionaries. The omission embraces monosyllables, a large number of dissyllables, words of rare occurrence, and many fictitious names found in the poets. The number of classical names is vastly larger than a mere passing acquaintance might lead scholars to suppose. The best reply to this argument for the English mode is taken from a recent writer on the side of the hard method: —

"In the first place, how many of these 14,000 proper names are Greek, and not Latin at all? The more troublesome half, probably. Would Dr. Fisher have us reverse his argument, and going back for the sake of these Greek proper names twenty-five years, revive the old pronunciation of Greek, with its English sounds of the vowels and its disregard of the written

accents? Consistency would require this. But we have fought that battle once and won it, and the worthy professor must imitate his Southern brethren, and abide by the results of the war. Again, how many of these fourteen thousand proper names are important from their frequent occurrence? Probably not two hundred. If the pupil, when he meets any of these two hundred in his Latin text, is required, in translating, to use the English pronunciation, and this is at present the prevailing practice, he will, if English analogies aid him, pronounce them correctly without further assistance. If English analogies do not aid him, he will learn the proper pronunciation precisely as he learns the pronunciation of unfamiliar English words, viz., by personal examination, from the dictionary, or by imitation, from his teacher. If he relies on his rules exclusively, he will call the brother of Hector, Pā′ris, and the city of Alexander, Alexandrī′a. In the case of names that occur but rarely, and that may fairly be assumed to be unfamiliar to the ordinary pupil, he must either consult his dictionary for the quantity of the penult, or run the risk of giving a false accent. But if he must consult his dictionary to determine the place of accent, what is to prevent him from noting, at the same time, precisely as he does with other unfamiliar words, the marks that indicate the proper vowel and consonant sounds?"

But what force has this answer to our position? Let us see. The first statement is that "the more troublesome half, probably," of these proper names are Greek and not Latin. For the moment, we grant the correctness of the assertion and suppose that even eight thousand of these words are Greek. Now then,

does not the writer know that all these Greek proper names in our lexicons are pronounced universally and invariably, in both England and America, according to the old-fashioned English? No one can believe that these able Roman Latinists have allowed the fact here alluded to to escape them. And yet the quotation above might lead a student to suppose that these Greek names were pronounced after the method of pronouncing Greek now commonly received in this country. We mean the Erasmian. The truth is that not a single proper name in Webster or Worcester is pronounced according to the Erasmian mode, not one. All such replies simply reveal the weakness of the cause they are designed to strengthen. As an illustration, take Æ-gātes, Æ-gis-thus, Delphi, Theophrastus, Thermopylæ, and Scythopolis. These names are pronounced *E-gā'-tēz*, *E-gĭs'-thŭs*, *Dĕl'-phī*, *Thē-ō-phrăs'-tŭs*, *Thĕr-mŏp'-ȳ-lee*, and *Scȳ-thŏp'-ō-lis*, according to the English method. And so of the rest.

Again, the author of the quotation makes the wholly gratuitous assumption that "probably not two hundred" of those names are of frequent occurrence. Will it not be hard to induce a thorough scholar, who has taken anything like a thorough course in our best schools, to believe that only two hundred names out of a list of over twenty thousand are of importance on account of frequency? One hour's work in Webster's Dictionary, by one who is conversant with the classic tongues, will dissipate quite effectually all such arguments. There are over fifty proper names on the very first page of Webster that are of decided importance to our college classes. But even if comparatively few were of frequent occurrence, we insist that an accurate knowledge of the

English mode puts the student in possession of those that he does meet frequently and also of all those which are even of rare occurrence. His accurate habits, learned in the English mode, sweep in every proper name, whether in the lexicon or out of it. But, say the reformers, the pupil can learn how these names are pronounced "from the dictionary or by imitation." Are students apt or inclined to consult dictionaries? Let experience the world over answer. As to imitation, a teacher who knows no pronunciation but the new one, will find it necessary to learn by imitation from somebody else before he will be a safe guide in the class-room. This writer tells us that if a student "relies on his rules exclusively, he will call the city of Alexander, *Alexandrīa*." And so he will, for as a classical word, it has no other pronunciation. To show the vast superiority of the English over any other mode, and especially the reformed method, take two students: one has learned the English well, and the other the "Roman." Ask them to see how Æsculapius is pronounced in the dictionary. The English student turns to the page, and needs but one thing to put him in possession of the desired information, and that is the length of the penult. This found, he replies, the word is pronounced *Es-cū-lā'-pē-ŭs*, for his English training has taught him the sounds of the vowels and consonants in their various relations. Then the "Roman" turns to the page, and reports the same word as being *Ice-koo-lah'-pee-oos*. He sees the *á* marked long, but his "Roman" *ā* is *ah* and not *a* in *fate*. His new mode makes him mispronounce the diphthong *æ*, and, in a word, has disqualified him to pronounce fourteen thousand or more words, even with the highest authority in his hands.

But, say the new Romans, if boys must look for the length of the penult in order to fix the accent, why can't they at the same time note "the marks that indicate the proper vowel and consonant sounds"? We reply that they can't do it, because the dictionaries do not give any such marks to show vowel and consonant sounds in proper names. The place of the accent is marked and that is all. The English student does not need them; the "Roman" student, by his very training, has been disabled and disqualified for his work in interpreting the words in our dictionaries. If such marks *were* used, students, after the reformed method, could not or would not apply them. This is not all yet. The reformer says, "and I do not believe that our English speech would suffer materially, if his whole system should be supplanted by one more rational."

The reference is to the Walkerian or English method of pronouncing proper names. What more rational system do they propose? Would these scholars drag our English language, which forms so large and essential a part of our national development, back to the standard of Varro and Plautus? Under this head we are not discussing either probabilities or possibilities, but living facts, every-day facts. In proper names the English is infinitely to be preferred; the so-called Roman is misleading and disabling, and then enfeebling in its tendencies.

4. Law Terms, Phrases, and Maxims.—We go to the Romans for our polity and jurisprudence. The English obtained them from the Romans, we from the English. In Britain, at no remote period in the past, a large part of the laws and all the court records were

in the Latin tongue. (Bouvier's Law Dictionary, Vol. II. p. 15.) Since English was made the language of the courts, a vast number of technical terms and phrases, in the original Latin, have continued in use. The law books abound with them. Ever since the Tudor age, the great jurists in England have used the English pronunciation in their pleading. They do it to-day. For generations the same has been true in America. Webster, Everett, Choate, and others knew no other in their practice. If Blackstone were in court to-day, and some jurist should call for a *scire facias* and pronounce it *skee-ray fah-kee-ahs*, he would be puzzled; or if the pleader should quote the maxim, *vicarius non habet vicarium*, and pronounce it *wee-kah-ree-oōs nōne kah-bāt wee-kah-ree-oom*, he would never recognize the maxim. The Roman pronunciation would confuse every English court in the world, if for no other reason because it is so totally at variance with established usage. In law, then, consistency requires the old mode.

As a further illustration of the change the so-called Roman method would make in the legal profession, take *certiorari*, which becomes *kayer-tēe-ō-rah-ree; capias ad satisfaciendum* becomes *kah-pee-ahs ahd sah-tees-fah-kee-āne-doom;* Broom's "Legal Maxims": *salus populi suprema lex*, becomes *sah-loos pope-oo-lee soo-pray-mah lakes; necessitas inducit privilegium quoad jura privata*, *nay-kace-see-tahs een-doo-keet pree-wee-lay-gee-oom kō-ahd yoo-ra pree-wah-tah; summa ratio est quæ pro religione facit*, *soom-mah rah-tee-o āst kye prōh ray-lee-gee-oh-nay fah-keet.* Our courts will then hear, *Dies Dominicus non est juridicus*, called *dee-ace Doe-mee-nee-kooss nōne āst yoo-rce-dee-kooss;*

rex nunquam moritur, *rakes noon-cahlm mo-ree-toor; boni judicis est ampliare jurisdictionem*, *bo-nee yoo-dee-keess āst ahm-plee-āh ray yoo-rees-deec-tee-oh-name*, while *actus curiæ neminem gravabit* and *volenti non fit injuria* must, in the so-called Roman, be pronounced *ahk-tooss koo-ree-aye nay-mee-name grah-wah-beet* and *woe-lane-tee none feet een-yoo-ree-ah.*

The Medical Profession. — Here the sweeping change becomes even more painfully obvious. For example, *arteria circumflexa* must be called *ahr-tay-ree-ah keer-koom-flākes-ah; vena jugularis*, *way-nah yoo-goo-lah-rees; medulla oblongata*, *may-dool-lah ōbe-lone-gah-tah; pia mater*, *pee-ah mah-tayer; saccus lachrymalis* becomes *sahc-coos lahch-ree-mah-lees; nervi ciliares*, *nayer-wee kee-lee-ah-race; coccyx*, *koke-keex; ulna*, *ool-nah; valvula tricuspis* must be called *wahl-woo-lah tree-koos-peace; vertebræ*, *wayer-tay-brye; os humeri*, *oce hoo-may-ree; scapula*, *scah-poo-lah; tibia*, *tee-bee-ah; tympanum*, *teem-pah-noom; femur*, *fay-moor; biceps flexor cubiti* is transformed into *bee-kapes flakes-ore coo-bee-tee; fascia superficialis colli*, *fahs-kee-ah soo-payer-fee-kee-ah-leess;* and *iter a tertio ad quartum ventriculum* is at once revolutionized and caricatured by being pronounced *ee-tayer ah tayer-tee-oh ahd kahr-toom wane-tree-coo-loom.* These words have not been selected for their strangeness, but because they give a fair indication of the confusion that the so-called Roman would introduce into this learned profession. Who can believe that physicians in England and America will adopt such an innovation?

So far for Anatomy and Physiology; but Materia Medica demands a notice.

There are over six hundred words, all Latin but a very few, used to designate the medicines in ordinary practice. A few samples will suffice to show how the new pronunciation will transform the names of medicines in our drug stores: *cinchonidia* must be called *keen-cho-nee-dee-ah; gambogia, gahm-bō-gee-ah* (*g* in *get*); *jalapa, yahl-ah-pah; veratria, way-rah-tree-ah; calcium, kahl-kee-oom; cinnamomum, keen-nah-mō-moom; cuprum, koo-proom; hydrargyrum, hee-drahr-gee-room; scrupulus, scroo-poo-looss; guttæ, goot-tye; quinia, kee-nee-ah; plumbum, ploom-boom; decoctum, day-koke-toom; assafœtida, ahss-sah-foy-tee-dah.*

Write out this prescription: —

Recipe.
Extracti colocinthidis compositi grana xxxij.
Extracti jalapæ.
Hydrargyri chloridi mitis ana grana xxiv.
Gambogiæ grana vi.
Aquæ quantum sufficit.
Misce. In pilulas xxiv divide.
Signa.

Take this to an apothecary, and pronounce it after the reformed mode: —

Ray-kee-pay.
Akes-trahc-tee cō-lō-keen-thee-dees cōm-pō-cee-tee grah-nah xxxij.
Akes-trahc-tee yahl-ah-pye.
Hee-drahr-gee-ree, chlō-ree-dee, mee-tees ah-nah grah-nah xxiv.
Gahm-bo-gee-eye (*g* in *go*) *grah-nah* vi.
Ah-kye kahn-toom soof-fee-keet.

Mees-cay.
En pee-loo-lahss xxxiv *dee-wee-day.*
Seeg-nah.

There are perhaps not twenty apothecaries in America who would understand such a prescription when thus read.

A few words will show the transformations in Zoölogy.

radiata	becomes	*rah-dee-ah-tah.*
articula'a	"	*ahr-tee-koo-lah-tah.*
mollusca	"	*mole-looss-cah.*
vertebrata	"	*wayer-tay-brah-tah.*
ursidæ	"	*oor-see-dye.*
carnivora	"	*kahr-nee-wo-rah.*
taurus	"	*tow-rooss.*
tigris	"	*tee-greess.*
cygnus	"	*keeg-nooss.*
locustæ	"	*lō-koos-tye.*
columbæ	"	*kō-loom-bye.*
apivorus	"	*ah-pee-wo-rooss.*
bovina	"	*bo-wee-nah.*

Note the revolution the hard method would cause in Botany. For example, we must call

ranunculaceæ,	*rah-noon-koo-lah-kay-eye.*
rosaceæ,	*rō-ssah-kay-eye.*
cistaceæ,	*kees-tah-kay-eye.*
cruciferæ,	*kroo-kee-fay-rye.*
convolvulaceæ,	*cone-wole-woo-lah-kay-eye.*
violaceæ,	*wee-oh-lah-cay-eye.*
cimicifuga,	*kee-mee-kee-foo-gah.*
nasturtium,	*nahs-toor-tee-oom,*
rubus,	*roo-booss,*
fœniculum,	*foy-nee-koo-loom.*

5. The sweeping change advocated by the new pronunciation tends to a complete revolution in the pronunciation of our own language. Professor Thacher, of Yale College, uses the following language: "For, to speak of Latin words which we have adopted, how long will Cicero maintain his place in English pronunciation after the rod shall have banished him from the lips of all Anglo-Saxon boys and girls who thumb the little Latin histories of the men of Rome, and shall have substituted the classical *kee-ka-ro* in his place? How long will Cæsar stand against Kaisar, Scipio against Skee-peeo, Fabricius against Fah-bree-kee-oos, Cyrus against Keeroos, Tacitus against Taketoos, and so on through a long list of proper names which make a familiar part of our English language. *Prima facie* evidence will become préemah fahkeeah evidence, the *quid pro quo*, keed pro co; the *genius loci*, a gāneeoos lokee; the *mens conscia*, a māns conskeeah (*o* as in *cone*); *scilicèt*, skeeleekát; *et cetera*, āt kātārah."

Let *v* be pronounced like *w*, and note the way the most common expressions will be transformed: —

viva voce	becomes	*wee-wah wō-kay.*
per centum	"	*pār kane-toom.*
jure divino	"	*yoo-ray dee-wee-no.*
jus civile	"	*yoos kee-wee-lay.*
verbatim	"	*wayer-bah-teem.*
vivat regina	"	*wee-waht ray-gee-nah.*

And hopeless confusion is made of the many Latin words incorporated into English, as *utile dulce* must be *oo-tee-lay dool-cay;*

vale,	*wah-lay.*
vice versa,	*wee-kay wayer-sah.*

ceteris paribus,	*kay-tay-reess pahr-ee-boos.*
statu quo	*stah-too koe.*

This illustration might be prolonged indefinitely, for the material is abundant, but there is no necessity for it. What has been given is a fair sample of the radical change the so-called Roman must introduce to our class-rooms, and, in fact, in all the walks of life where Latin is at all employed.

Allen and Greenough, though they adopt the new method, say: "The English method should be retained in the translation of Roman names, as Julius Cæsar; and in the quoting of familiar phrases, as *e pluribus unum*, *viva voce*, *a fortiori*, *veni*, *vidi*, *vici*," etc. (Gram. p. 7.)

Prof. W. G. Richardson says: "I would move to adjourn a body *sigh-nee die-ee*, same as of yore." This concession on the part of these Roman Latinists is an unequivocal recognition of the fact that the system they advocate involves violent changes. They know well that to insist on applying their resurrected system to the people's Latin at once would create a prejudice, not to use a stronger word, against the whole theory so fondly cherished. But we know, and all scholars know, that when the reformed mode is introduced into our schools, these Latin expressions, which have been for generations part and parcel of our language, must feel the change and soon be uttered in the reformed style. But the revolution does not stop with Latin words.

The able scholar last quoted speaks thus: "But all these proper names and Latin phrases are very few, when compared with the English words which preserve in their composition one or more syllables taken from

the Latin. Can such words long retain their present pronunciation against the united, though perhaps unconscious and involuntary inclination of all educated men who speak English? For we think it must be the tendency of those who become familiar with the proposed pronunciation of Latin, to extend it to English words which are nearly identical in form with Latin words, and are identical with them in meaning; and the more familiar such persons are with the former, the more inclined will they be to the latter. The word *necessity*, for instance, must follow the lead of *necessitas* (nakassetahs); *civil, civilis* (keeveelees); *lucid, lucidus* (lookeedoos); *invincible, invincibilis* (eenveenkeebeelees); *conscious, conscius* (cōnskeeoos), and so on through words innumerable." The Roman Latinist answers this argument thus: "The words that belong to the general vocabulary of English speech are not under the dominion of any class of persons; and their pronunciation will remain stationary, or will fluctuate quite independently of special movements among scholars." But scholars are not the only ones to have influence in this case. There are multitudes of students of both sexes whose power will be as effectual as that of the writer or teacher. Let the thousands of students of Latin in America to-day be taught the new method, and the danger to our own tongue from the harsh and hard sounds of the so-called phonetic mode would be amazingly increased. This is true not only in the abstract but in the concrete. There are students in this university at this hour whose English is marred by having been taught the innovation. The same is true in other places.

The fears here expressed are shared by some of the

ablest scholars and teachers of the present generation. Very recently, Dr. Humphreys delivered a lecture, in Boston, on "Our Mother Tongue; its Growth, Maturity, and Rights." In this lecture are found the following words, which deserve the calmest and most serious consideration on the part of those who consider it the duty of a scholar to be loyal, not only to his country, but also his mother language: —

"Our mother tongue's rights should not only guard her against injury from the ignorant and careless and vicious, but also, strange as the remark may seem, from the injudicious zeal of scholars and philologers, who are often led to confound antiquarian learning, most valuable in itself, with living language, the word-fossils of the dead and distant past with the animated forms and utterances of the active, vigorous present. This is not the time nor the place to discuss what I allude to at any length; but it is known to you all that a warm controversy has been going on for some years as to the pronunciation of Latin, a language that enters so largely into our modern English. When once Harvard University had decided to adopt the *new*, or, as it is claimed, the old method, I felt it my duty as a classical tutor, preparing pupils for that university (after entering a strong public protest in the interest, as I believed, and still believe, of our mother tongue, against the change), to submit to the wishes and authority of the leading university of my adopted country. But I have daily proofs among both my own pupils, and yet more among those of some public schools, of the justice of the fears expressed by me two years ago, of the probable evil *reflex* influence of the new Latin pronunciation upon our English language. We may lightly

laugh at the novel appearance of Keekero and Kaisar in place of the long-familiar Cicero and Cæsar, but when we daily hear the same hard and harsh pronunciation extending its sway over hundreds of words familiar to us as household terms, as the works of Shakespeare, Milton, and other great masters of our mother tongue, it is time for an honest teacher and lover of his native language once more to raise a voice of warning, and especially to entreat our young people, even while learning Latin in the new style, not to be led by a love of novelty, or by ostentation of 'advanced scholarship,' to revolutionize and ruin our grand old English language, by dragging it, as it were, back through the ages of its grand and rich development, in order to dock and lap it into likeness of the uncouth Latin of two thousand years ago! During nearly twenty years, I have given proofs here of earnest devotion to Greek and Latin scholarship, and to the advocacy of *thoroughness* in the teaching of those languages; but now, once again, as often before, I maintain that our love and loyalty are due first and foremost to our MOTHER TONGUE!"

This distinguished linguist and teacher uses the new pronunciation, though he does it under protest, in preparing pupils for Harvard University, and his experience as to the reflex influence of the reformed method on our English tongue is of the utmost importance in the case before us. What Dr. Humphreys, of Boston, and Prof. Thacher, of Yale College, find to be true in actual practice, will very likely prove true with all who will give sufficient attention to the subject to see the real results in the class-room. Every tree is known by its fruits; every doctrine must be tried by its practical

results. This is true in the domain of thought as well as in the domain of action. Testing the new system by this principle, we have to apprehend the most serious consequences to our own tongue. To sum up: The English system puts the student in possession of all the proper names, as soon as the quantity of the penult is known; makes him master at sight of all the Latin expressions that have been incorporated into English, and makes him more familiar daily with the mother tongue. The Roman mode, on the other hand, disables the student for handling our large lexicons, and introduces, almost of necessity, a new pronunciation of all the proper names, makes confusion of the many Latin words and phrases which have been made part of our own vocabulary, and what is worse, tends to revolutionize the tongue of both England and America.

6. There is another phase of this threatened REVOLUTION, — a phase of which some of the followers of the phonetic mode are fully conscious and of which others seem at least to be wholly unconscious. We mean the SPELLING REFORM, now so ably advocated by such scholars as Whitney, of Yale College, March, of Lafayette College, Haldeman, of the University of Pennsylvania, Harris, of St. Louis, and others. They hold that the Latin was a phonetic language, that every letter had its sound and every sound its sign. But we use the Roman *alphabet*, and if those able teachers can introduce the phonetic orthography into our English tongue, then the revolution of the Anglo-Saxon is complete. There is no desire, whatever, to misrepresent the *Spelling Reform Association*, and they shall be allowed to present their own case. Prof. March, the

ablest Anglo-Saxon scholar living, in an address delivered in Philadelphia, in August, 1876, uses this language: —

"In behalf of this system it may be said, that it will be easiest to read for all who read French, German, Latin, Greek, or Anglo-Saxon, and will have all learned associations in its favor. It will be easiest for children and the illiterate to learn. It will make the learning of foreign tongues easy. It will settle the school pronunciation of Latin and Greek. We shall pronounce, of course, as the Romans did, for that will be our natural reading of the letters. No one will think of studying up a pronunciation so remote and difficult as our English method will then become, or of making a *lingua Franca* of good old Latin, after the manner of the so-called Continental method."

That the *Reform Association aim at revolution in English orthography* is as certain as that two and two make four. This is conceded. That the reformed Latin pronunciation means revolution in Latin is just as certain. That too is conceded. *Reform* in English spelling and *reform* in Latin pronunciation are natural allies. They logically go hand in hand. The hard method must come into our vernacular as an inevitable necessity. For Prof. March says, "We shall pronounce, of course, as the Romans did, for that will be our natural reading of the letters." Hence, the English and the so-called Continental modes of pronouncing Latin, according to Prof. March, will no more be thought of, and worst of all, and positively sure in process of time, will be the dragging of our noble English tongue, with all its hallowed associations, back to the hard, harsh, and uncouth standard which Roman

Latinists insist characterized the stately Latin two thousand years ago.

The *Reform Association* would have us spell thus: "*Arcitect*, *Cemistry*, caracter." (Bulletin Spelling Reform Association, July, 1877, No. 2.) It is amazing that the advocates of the so-called Latin method do not see that the avowed tendency of the spelling reform, and still more amazing that they do not see that their system, by a logic as irresistible as fate, not only displaces what may be called the rival systems of Latin pronunciation, but also forces a revolution upon their native language. This is not simply the cry of an alarmist. It is a consequence that has been published to the world for years.

Look farther. This reform in spelling will involve a serious hindrance in etymological studies; our great dictionaries become comparatively worthless; our language becomes a "*rara avis in terris*," as foreigners cannot, without much difficulty, recognize English words akin to their own or other foreign tongues; printers must get new type; everybody in a certain sense must again learn to read, etc. These objections are recognized on all sides by the spelling reformers. They tell us that time will remedy the evils. That is, if people will *revolutionize*, they will, in the course of generations, become accustomed to the legitimate consequences of this fundamental and radical change. Spelling reform means revolution, the reformed Latin pronunciation is its natural ally; both mean revolution, the one directly and the other indirectly, and that too in the English language.

It is sincerely believed that there is no adequate reason for abandoning a pronunciation that tends to

conserve the English language and to mature English scholarship, and adopting another that works such confusion in all departments of learning and whose hard sounds might in time revolutionize the Anglo-Saxon tongue.

It must be obvious, therefore, to any considerate mind that the change proposed by the reformers is radical and revolutionary, and none but the most overwhelming reasons can justify any one in acquiescing in its claims.

7. But it may be urged that the use of the REFORMED METHOD would render English-speaking Latinists INTELLIGIBLE ALL OVER THE WORLD. This argument would come with great force, if founded on fact. Just here we join issue with the friends of the new pronunciation. What are the facts? These: no two nations in Europe pronounce Latin alike; the Roman method does not coincide with a single system in Europe; and the American or Englishman, with the hard sounds, would be as unintelligible on the Rhine, Seine, and Tiber, as if he used the English mode. More: in Italy the true pronunciation, as it is called, would add harshness to unintelligibility. For proof of what has just been attested, let the scholar examine the sounds of the modern languages, and particularly the consonants which make articulate speech what it is.

For instance, there is a wide difference in *v*, *j*, *c*, between the Italian and the reformed system, as taught in England and Germany: —

v=*v*, in Italian.

v=*w*, in German.

j=a vowel, in Italian.

j=*y*, in German.

c is soft before *e*, *i*, *y*, etc., in Italian.
c is always hard in German.

Dr. Humphreys, formerly of Cambridge, England, speaks as follows: —

"As regards the statement dwelt upon by Prof. Mayor, — of whom I would speak with the utmost respect, as well as friendship, — that the reform, if carried out thoroughly in England and America, will render 'English-speaking Latinists intelligible all the world over,' I must emphatically dissent."

If there should arise a necessity for it in conversation, the real scholar (no other one can converse in Latin) can adopt the new method at once. On this head, consult the letter already quoted from the head master of Rugby School.

In view of what has been said of the Continental system in chapter second, nothing further under this head is really necessary. Those who wish to acquaint themselves with the facts in the case are referred to that chapter. There it will be seen that the plausible pretext for the so-called Roman, that it makes us intelligible throughout the world, is wholly removed by the truth in the premises.

8. The Reformed Method involves a Ruinous Waste of Time in the Class-Room. — In pronouncing Latin, the English and American mouth can easily accommodate itself to the niceties of elocution, and can at least give the sense elegantly with kindred sounds; but it must take years to do this with such an artificial system as this one has proven itself to be by the various phases of it presented by its friends, and it will be with most persons rough and altogether foreign

at last. Appeal to practice, far more valuable in such a case than abstract discussion. Charles B. Scott, head master of the famous St. Peter's College, Westminster, England, whose letter has been given in chapter five, says, "In some [schools], no doubt, the change has been more or less successfully made, but we found the waste of time involved in correcting mispronunciation to be fatal. It is hard enough to teach the various subjects required in the hours which are available, and if the Latin hours are to be spent in mere vocal exercise, the language can never *be* learnt in the time, nor the author studied. The change has little value for mere boys." But, say the reformers, the system is quite easy; the vowels differ only in *quantity*, not in *quality*, of sound, and these sounds are quickly learned by the average boys; the consonants, with about seven exceptions, are like the English. A conspectus of the new system looks very easy indeed; but it should be remembered that these boys, to be accurate in the "Roman" in practice, must revolutionize their organs of speech and pronounce the vowels and several of the consonants in a way totally different from that to which they have been accustomed from childhood. Lip habits, like all others, are changed with extreme difficulty and after much time has been spent. Even then many of our Latinists, when the test comes, may say *sibboleth* instead of *shibboleth*.

In this age, American and English boys have no time to waste on foreign sounds in uttering Latin, especially when there is a scholarly pronunciation familiar to them already.

9. The stronghold of the reformers is the assistance their system gives in Comparative Philology.

When we look at the influence of the new mode on the English tongue, it is positively injurious, as has been already seen. Viewed in relation to the languages of modern Europe, it does not possess a tithe of the value claimed for it by its friends. What are the facts? Most students in England and America study Latin for the culture it yields and for its reflex influence on their native language which has levied such immense contributions on the Latin within the past fifty years. Comparative philology is not thought of by the vast majority of students. They have no time for it, and hence every moment spent in learning a system because it is held to be valuable in this inviting field is simply lost by nearly all English-speaking students. Of the five hundred students in Missouri University, how many will devote themselves to philology? Perhaps not ten, perhaps not five, perhaps not two; — of the sixty thousand students in the colleges in the United States and British Possessions, not including Catholic institutions whose statistics are not at hand, how many will devote themselves to philological research? Take Harvard University, or Yale, or Michigan, and statistics show that comparatively few ever devote themselves directly to a comparison of the languages of the earth. Granting what is claimed by the phonetic method in the direction named, would its advocates have our students waste their time in learning a mode that will benefit not five pupils out of a hundred? Shall one hundred boys be compelled to sacrifice their English scholarship and waste their time for a certain benefit that may or may not accrue to five of their number? If any one has a taste for comparative philology, and the hard mode of pronouncing Latin *does* give aid, then let him learn it.

If he is a genuine scholar he can readily do it; if he is not, comparative philology has no attraction for him. This plea of the revolutionists, therefore, may be plausible, when aptly presented, but when sifted is misleading, and really makes more obvious the claims of the old English pronunciation, for this, by universal consent, does assist all in mastering their vernacular.

10. Again, the reformation or revolution, if carried out, would divorce us from scholarly communion with all who were educated a generation ago. Our own fathers could not understand us.

In the words of one of the ablest of our educators, "Certainly, if all American colleges and schools shall be induced to adopt it, the remark will apply to their alumni, who will be able to understand one another when speaking or reading Latin; but at the same time a strong dividing bar will be thereby placed between them and the communion of scholarship with their fathers and all the old-school Latinists of the country, many of whom have attained a solid fame which the rising generation may be proud to emulate, but can hardly hope to surpass."

In answer to the truth here presented, that the adoption of the so-called Roman sets the scholarship of to-day at variance with that of the generation now passing away, the reformers reply: —

"It appeals on the one hand to the *laissez-faire* instinct that, in science, would still explain the phenomena of heat by the exploded caloric theory; and on the other, to the instinct of sentimentalism, which deems it sacrilege forsooth to abandon a pronunciation sanctioned by the usage of Everett and Webster."

Is this reply true? We think not. The teacher does not call up the caloric theory to explain the phenomena of heat, simply because we rest now on a basis of scientific truth. Just here the new pronunciation fails, for nobody knows how the Romans pronounced Latin, and we never can know. We must be excused, therefore, from displacing a system that has yielded such glorious harvests of rich scholarship for three hundred years for one that is founded on theory, not on fact; one in whose defence no two champions agree. Every one of its belted knights sees the shield from his own side. As to the sentimentalism, these scholars must excuse us for following the footsteps of the intellectual giants of the past, rather than joining them in the Quixotic expedition after the unknown and impossible.

11. The English mode tends to make the Latin a LIVING LANGUAGE.

There is too much tendency now to make the ancient languages *dead* languages, a kind of rare accomplishment, a kind of outside affair that has no real practical value. The new mode by its oddness and strangeness greatly increases this tendency.

The student hears foreign sounds constantly, sees the Latin divorced from all direct beneficial effect upon his daily vocabulary, and is consequently made to feel that his Latin is only a relic of a distant age. Nothing should be encouraged by scholars that will make the ancient tongues appear less familiar, less practical, less vital than they are now. Let the class feel that their Latin has a vital connection with the active thrilling scenes of this busy age. The English

mode secures this, and does it without trouble and without loss of time. One of New England's great teachers says: "I want nothing done to make the ancient languages less familiar than they now are, less a real part of English, less what every English-speaking man ought to be acquainted with." As a matter of fact, the new pronunciation would intensify the prejudice against the classic tongues, as studies of little or no practical value. The English mode, in sound and in etymology, stamps the Latin with a perpetual living interest. The "Roman" buries this classic tongue beneath the rubbish of nearly twenty centuries.

12. The preceding eleven reasons for the use of the old English method have proceeded for the moment under the concession that the claims of the so-called Roman were to be allowed. Let it now be explicitly understood that we do not concede its claims. No man living can tell how the Romans pronounced their language. The Romanists tell us we must value truth because it is truth, and that error is pernicious because it is error. Very true.

But what is truth? Their syllogism is: All truth must be valued and reduced to practice; The so-called Roman mode, as now offered, is truth; and therefore it must be valued and reduced to practice. We deny the minor premise *in toto*. A class could not have a finer specimen of a non-logical or material fallacy than is furnished by the defenders of the innovation. So far from the system resting on a basis of truth, the want of harmony among its supporters discredits the evidence adduced in its behalf, and renders uniformity of practice impossible. "But they are going on to

perfection," say they. Very well. How? Is new evidence to be dug up from the phonetic sepulchres of the past? They do not expect this, nor claim it. How then is harmony to be attained? We answer emphatically it must come, if it come at all, by *concession*, by *compromise*. Max Müller proposes a compromise over c before *e*, *i*, *y*, *ae*, *oe*, and *eu*. A. J. Ellis proposes a compromise over *v*. as the Romance nations can't say *w*. Others would compromise over *m*, over *ae*, and *oe*, etc. Then harmony is to be gained by each one yielding a little. Now mark the result. This compromised pronunciation is a *conventional pronunciation* after all, and the phonetic idea, which is both body and soul of the whole system, is scattered to the winds. A conventional pronunciation, based on theory and compromise, in the nineteenth century, will assuredly not be the pronunciation of the ANCIENT ROMANS.

In Missouri University, for reasons, some of which have been given, the English system is carefully taught and rigidly followed in the class-room; at the same time, the advanced classes receive the most accurate training practicable, as the system now stands, in the so-called Roman method, for whatever value it may have in philological research.

Some enthusiastic friends of the new method have expressed surprise that a man of middle age should cling to an old-fashioned pronunciation. In reply, allow me to say that there is no reason in logic, nor "in the eternal fitness of things," why any man should sacrifice his experience and judgment and the rich experience of centuries to any new thing, unless it be founded in stubborn facts and indisputable truth.

Whatever mode is used, let there be constant, strict,

and conscientious attention paid to quantity. Quantity marks the scholar. There can be no genuine Latin and Greek scholarship without it.

The condition to which the mind is irresistibly forced in the review of the whole case is, that every known system of pronunciation is merely conventional, and that no method is warranted in putting forth exclusive claims to recognition.

NOTE. — "The University has adopted the following system of pronunciation [the Roman], based upon the investigations of Corssen and other eminent philologists, and now employed in its essential features in the universities and leading schools of England, and in Harvard, Cornell, and other institutions of this country, as being proved beyond question a close approximation to the Roman pronunciation in the time of Cicero."

The quotation just given is found on page 23 of the Catalogue of the University of Michigan for 1878–9. It has been repeated for several years. In view of the state of fact in England in regard to pronunciation, the quotation contains a statement not a little surprising. For answer to the whole paragraph, reference may be made to the letters from England, in this work, and also to the want of harmony among Roman Latinists, as already shown. The Roman mode is practically dead in England.

"UNIVERSITY OF THE STATE OF MISSOURI,
COLUMBIA, MO., April 13, 1878.

"PROF. FISHER:

"*My Dear Sir*, — I have read your pamphlet (first edition) on Latin Pronunciation, which you were kind enough to hand me a few days since, and feel constrained to make a formal and explicit acknowledgment of my obligations to you for it.

"The so-called Roman method has been invented or discovered, and I have not exactly known which, since my academic undergraduate days, wherein it was my fortune to be pretty thoroughly drilled in the English method of Andrews and Stoddard's grammar and course. My attention has been drawn to it at different times, but mine has been the humble position of awaiting results with a mind willing to accept whatever was sustained by the best evidence adduced by specialists. A distinguished gentleman of my acquaintance was once asked by the advocates of the Harmonial Philosophy of the Andrew Jackson Davis school, to aid them in setling their system, as he had had occasion to point out some very serious objections to it. He answered them, that he had not time for that, but that if they would fix it up and bring it to him, he would tell them what he thought of it. It seems to me that you have given such a fair, concise, and complete exhibit of the case by way of statement, explanation, refutation, and argument, that even a layman may venture to arise from the perusal of your pamphlet with a pretty decided because intelligent opinion that the pretensions of the novel method 'rest on an unsettled and inadequate foundation,' (page 11), and still further and positively, as you express it on page 23, 'that for English-speaking people the English pronunciation is the best.'

"The general discussion of this vexed question, as some have chosen to call it, is plainly in the interest of clean and accurate scholarship. It has been the vice of too many of our schools to train their Latin pupils in no method of pronunciation whatever, whereas it is doubtless better to teach them even the least accredited method, which is the Roman, than none at all.

"I will venture to express the opinion that professors are not at liberty to teach their unrecognized individualisms as part of a system. Those youths are exceedingly unfortunate who are made the subjects of classroom experimentation, in the interest of empirical novelties. Individual opinions are not properly taught as a part of science; for when they become a part of science by virtue of the recognition of the great body of specialists or experts, then they cease to be individualisms. The classics are entitled to equal protection against empiricists. Is it not true that the indeterminate and tentative element is in the so-called Roman, in excess of every other method? This is fatal to a preference for it.

"A man may with amiability acquire the novel nomenclature of the new chemistry, but it is difficult to recover from the impression that *Keer-koom-yah-ke-o* may be the war-whoop of the Modoc Indians, as Shack-Nasty-Jim or some other savage leads them forth from their lava-beds, and to settle down composedly in the acceptance of this as the resurrected and veritable pronunciation in English which, though hitherto undiscovered, has all the while lain close around the plain and harmless Latin word *circumjaceo*, pages 24, 26, 27. But my sheet is full. Very truly,

"S. S. Laws."

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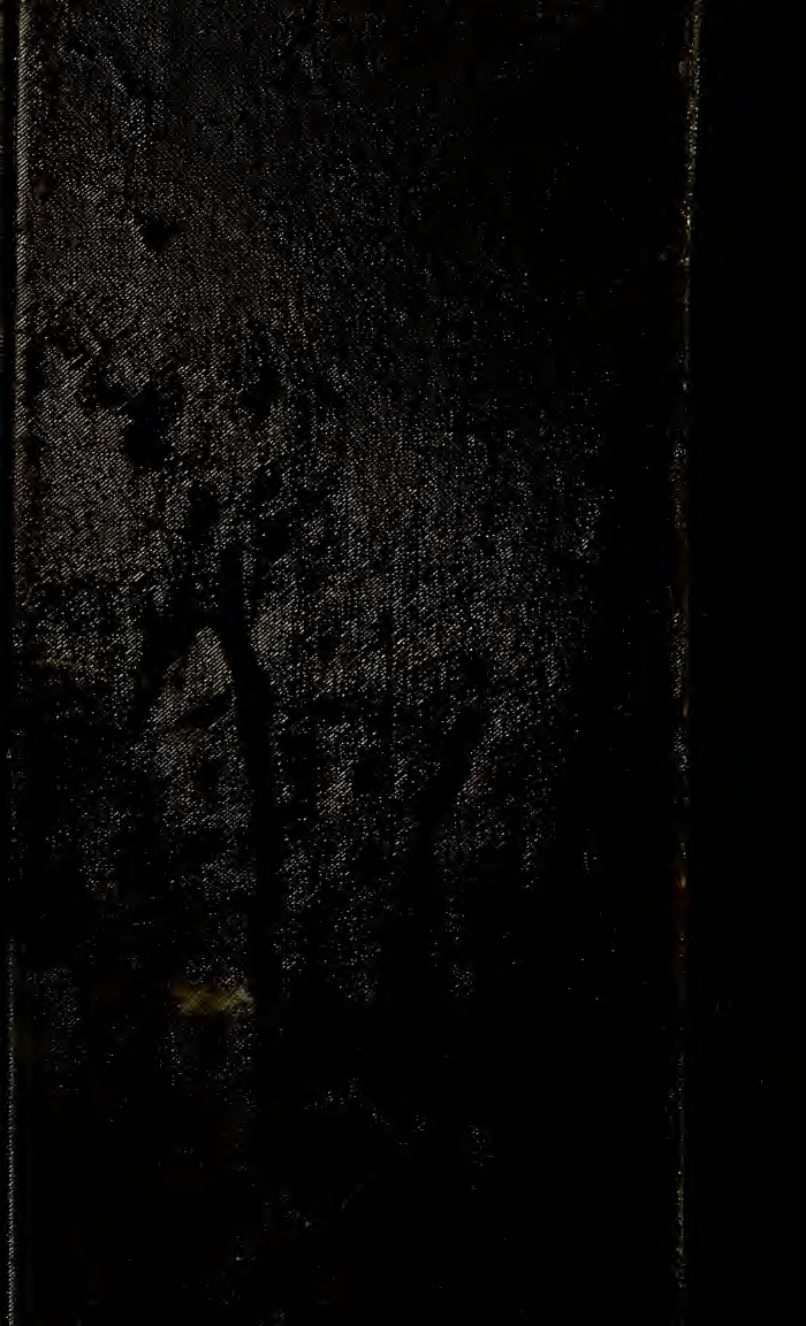
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